

# Basic English Grammar

Activity Book

Dennys Tenelanda L.  
Mónica Castelo R.



ESPOCH  
2016





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Activity Book**

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**Aval ESPOCH**

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## INTRODUCTION

This book is designed for teenager learners as a supplementary material in order to develop writing, and speaking skills; and reinforce level A1 according to the Common European Framework. Sections are divided into four chapters including basic grammar topics and at the end of each chapter there is a listening activity to provide a feedback to students. Each lesson provides opportunities for young learners to understand how the language works through examples of basic structures in English. The central goal is to help students in the complex business of learning English as a foreign language.

Using grammar to communicate in the classroom is important for real life. Students need a lot of practice to be able to master English, but practicing is a collaborative effort that involves students, parents and teachers.

Students have to dedicate more time to the learning of this language than they do to the learning of other subjects. This is important because constant practice of the language helps students master it, which can be a difficult process considering English is not our mother tongue.

Parents are responsible for students at home. Parents should always be involved in all areas of their children's education in order to prepare students for the future, contribute good professionals to society, and most important raise good human beings.

I think teachers have the most important and crucial role in helping students learn English. We have to give students real examples to make them think in English and use different resources as technological ones to share English with our students and help them to get interested in this foreign language.



CHAPTER 1  
AROUND ME

LESSON 1: GREETINGS AND GOODBYES.

GREETINGS

and

SAYING GOOD BYE



EXERCISE 1:

- Look at the pictures above. Discuss with your classmates what you think this lesson is about.
- Say greetings in English that you already know.

EXERCISE 2: Look at the pictures. Listen and Point.

Good morning



Have a good day

Good afternoon



Have a good afternoon.

Good evening



Have a good night  
*(Good night)*

Hi!  
Hello!

Good bye! (Bye!)  
See you later!

**EXERCISE 3:** Fill in the blanks with the appropriate greetings.

- a) G \_ \_ d m \_ \_ n \_ \_ \_    b) H \_ !    c) \_ \_ \_ d e \_ \_ n \_ \_ \_    d) H \_ \_ \_ o!  
e) \_ \_ \_ \_ a f \_ \_ \_ n \_ \_ \_    f) Ha \_ \_ a go \_ d n \_ \_ h \_    g) S \_ \_ y \_ \_ l \_ \_ \_ r!

**EXERCISE 4:** Write the words above on the lines below.

- a) \_ \_ \_    b) \_ \_    c) \_ \_ \_    d) \_ \_ \_  
e) \_ \_ \_    f) \_ \_ \_    g) \_ \_ \_

**EXERCISE 5:** Match the following phrases with the time of day.

- |                 |                 |
|-----------------|-----------------|
| Good evening.   | 00:01am-11:59am |
| Good morning.   | 6:00pm-11:59pm  |
| Good afternoon. | 12:00pm-5:59pm. |

### HOMEWORK

- a) Draw your own picture for each greeting.  
b) Bring an English-Spanish dictionary for next class.

**Note: Informal Greetings**

What's up?

What's new?

Morning!



## LESSON 2: USING MY DICTIONARY.

**EXERCISE 1:** Match the following phrases with the time of day.

Good evening.	00:01am-11:59am
Good morning.	6:00pm-11:59pm
Good afternoon.	12:00pm-5:59pm.

**EXERCISE 2:** Examine the different sections in your dictionary. Look for translations, pronunciations.

**EXERCISE 3:** Listen and Point.

**a) bat:** animal.



a) The bat is black.

**b) bat:** thing.



b) The bat is green.

### make ≠ make up

**Make.**- *pres.*    to \_\_\_ **over.**- to \_\_\_ **after.**- to \_\_\_ **up.**- ma-  
hacer, construir    transferir    seguir    quillarse

a) **make:** hacer

a) I like to make posters.

**b) make up:** maquillarse

b) Carmen and Monica make them-  
selves up very carefully every day.

**Wrote.**- *pas.* write

**Write.**- escribir

a) I write a letter every weekend.

b) I wrote a letter yesterday.

**(a) write = (b) wrote**

**Present      Past**

**EXERCISE 4:** Translate the following words into Spanish by using your dictionary.

- |                         |                         |
|-------------------------|-------------------------|
| a) Take: _____          | b) Take out: _____      |
| c) woke up: _____       | d) Did up: _____        |
| e) If: _____            | f) hardware: _____      |
| g) Software: _____      | h) keyboard: _____      |
| i) mouse (thing): _____ | j) mouse (animal) _____ |

**EXERCISE 5:** Look at the board and translate the words your teacher wrote on it.

### HOMEWORK

Draw a computer with its parts. Write the names of each one and translate them into Spanish. Use your notebook.

**Note.-** A word can be translated in different ways.  
Notice the difference between a translation and a meaning.

**E. g. Light.-** ligero, liviano, claro, luz..... (Translation)

Light.- a source of illumination. (Meaning)



## LESSON 3: COMMANDS

**EXERCISE 1:** Look for the translation of the following words.

a) sit down      b) look for      c) stand up.

**EXERCISE 2:** Find the following words in the grid.

1.- sit down 2.- stand up 3.- listen to 4.- look at 5.- read 6.- write

R	S	D	O	W	M	A	L	M	S
E	E	S	I	S	S	D	I	O	T
R	S	A	F	Y	Z	D	S	R	A
W	I	M	D	N	D	G	T	I	N
R	S	R	E	S	L	I	E	J	D
I	L	D	B	F	G	F	N	K	U
T	O	L	O	O	K	A	T	S	P
E	D	C	S	I	T	D	O	W	N

**EXERCISE 3:** Look at the pictures. Listen and Point.

LISTEN TO



WRITE

READ



SIT DOWN

STAND UP



LOOK AT



**EXERCISE 4:** Do the following actions your teacher tells you to do.

- a) Stand up, **PLEASE**.      b) Write your name, **PLEASE**.      c) Sit down, **PLEASE**.  
d) Open the door, **PLEASE**.      e) Close the door, **PLEASE**.      d) Look at the board, **PLEASE**.

**EXERCISE 5:** Reorder the letters. Write the words.

**Wetir:** write

- a) its wond: \_\_\_\_\_      b) netsil ot: \_\_\_\_\_      c) kool ta: \_\_\_\_\_  
d) drea: \_\_\_\_\_      e) tands up: \_\_\_\_\_      f) poen: \_\_\_\_\_

**EXERCISE 6:** Do the actions your teacher tells you to do.

### HOMework

Draw your own picture for the following verbs.

PLAY	DRINK	LIVE
BE QUIET	PAY ATTENTION	OPEN

**NOTE:** PLEASE = POLITE  
Stand up, PLEASE = PLEASE, stand up

## ABC LESSON 4: THE ALPHABET

**EXERCISE 1:** Write 5 commands.

- a) \_\_\_\_\_, PLEASE. b) PLEASE, \_\_\_\_\_. c) PLEASE, \_\_\_\_\_.  
d) \_\_\_\_\_, PLEASE. e) \_\_\_\_\_, PLEASE.

**EXERCISE 2:** How do people usually read these words?

- 1) **D J**      2) **C D**  
(di) (lei)      (ci) (di)

**EXERCISE 3:** Look at the letters of the alphabet. Listen and Point.

**A B C D E F G**  
(ei) (bi) (ci) (di) (i) (ef) (lli)

**H I J K L M N**  
(eich) (ai) (lei) (kei) (el) (em) (en)

**O P Q R S T U**  
(ou) (pi) (quiu) (ar) (es) (ti) (yu)

**V W X Y Z**  
(vi) (dabliu) (ex) (guai) (zi)

(The pronunciation is not written in phonological form.)

**EXERCISE 4:** Write the pronunciation of each of the following letters in the blanks below.

- 1) E N G L I S H 2) C L O S E  
 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )
- 3) T E A C H E R 4) P L E A S E  
 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )
- 5) R I O B A M B A 6) L I V E  
 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

**EXERCISE 5:** Listen to your teacher and write what he/she says.

---



---

**EXERCISE 6:** Play “Hangman” with your classmates.

ORAL EXERCISE: Spell four full names of four members of your family.

### HOMework

Vocabulary: look at the examples. Complete the chart.

GREETINGS	COMMANDS	ALPHABET
1.- <u>Good morning</u>	1.- <u>Stand up, please</u>	1.-A_____ (ei)
2.-_____	2.-_____	2.- <u>F</u> _____
3.-_____	3.-_____	3.- <u>R</u> _____
4.-_____	4.-_____	4.- <u>G</u> _____
5.-_____	5.-_____	5.- <u>K</u> _____
6.-_____	6.-_____	6.- <u>J</u> _____
7.-_____	7.-_____	7.- <u>U</u> _____

NOTE: **A** (capital letter)  
**a** (small letter or lower-case letter)



## LESSON 5: SCHOOL OBJECTS.

**EXERCISE 1:** Spell your best friend's name.

**EXERCISE 2:** Name different objects in the classroom in English.

**EXERCISE 3:** Look at the pictures. Listen and Point.



PENCIL



BACKPACK



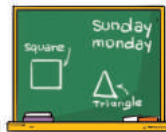
SCISSORS



BOOK



CHAIR



BOARD



SCHOOL



PAPER

**EXERCISE 4:** Spell the words above in orally.

**EXERCISE 5:** Match the words below with the pictures. Listen and repeat.

Backpack scissors pencil paper book school board chair



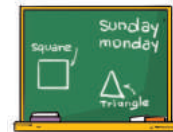
a) \_\_\_\_\_



b) \_\_\_\_\_



c) \_\_\_\_\_



d) \_\_\_\_\_



e) \_\_\_\_\_



f) \_\_\_\_\_



g) \_\_\_\_\_



h) \_\_\_\_\_

**EXERCISE 6:** Look at the example. Use these expressions to talk about things or people.

*It's* a book.



*They are* Peter and John.



**ORAL EXERCISE:** Name 4 things or people that are around you. Use "It's or They are".

### HOMework

- 1) Draw the following things from your classroom.
- 2) Bring colored pencils for next class.

GLUE

MARKER

ERASER

**NOTE:** BACKPACK = SCHOOL BAG





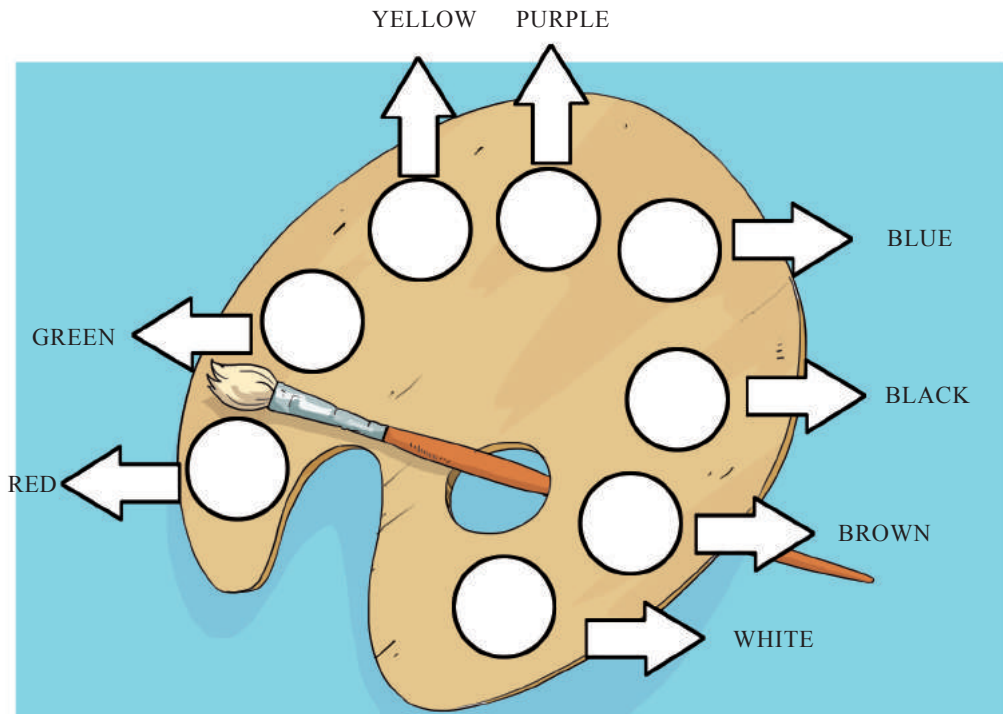
## LESSON 6: COLORS.

**EXERCISE 1:** Draw the following things from your classroom.

backpack	scissors	board
----------	----------	-------

**EXERCISE 2:** Name the colors in English that you already know.

**EXERCISE 3:** Complete the picture below using colored pencils.



**EXERCISE 4:** Complete the following phrases with colors that are appropriate for each sentence.

- a) The board is \_\_\_\_\_ b) My backpack is \_\_\_\_\_  
c) My pen is \_\_\_\_\_ d) My chair is \_\_\_\_\_  
e) My book is \_\_\_\_\_ f) My hair is \_\_\_\_\_

**EXERCISE 5:** Write 5 sentences of your own by using the verb “to be” and colors.

### HOMEWORK

- 1) Draw a rainbow, Color it and write its colors.
- 2) Bring colored pencils for next class.

RAINBOW

**NOTE:** The words light and dark shades indicate a different intensity of the color.

**LIGHT BLUE**

**DARK BLUE**



## LESSON 7: NUMBERS

**EXERCISE 1:** Answer the following questions.

a) What color is the board? \_\_\_\_\_

b) What color is your desk? \_\_\_\_\_

**EXERCISE 2:** Count from one to ten by using your fingers.

**EXERCISE 3:** Look at the numbers. Listen and Point.

1 one      2 two      3 three      4 four      5 five  
(one)      (tu)      (thri)      (for)      (faiv)

6 six      7 seven      8 eight      9 nine      10 ten  
(siks)      (sevn)      (eit)      (nain)      (ten)

11 eleven      12 twelve      13 thirteen      14 fourteen  
(aleven)      (tuelf)      (thertin)      (fortin)

15 fifteen      16 sixteen      17 seventeen      18 eighteen  
(fiftin)      (sikstin)      (seventin)      (eitin)

19 nineteen      20 twenty      30 thirty      40 forty  
(naintin)      (tuenti)      (therti)      (forti)

50 fifty      60 sixty      70 seventy      80 eighty      90 ninety  
(fifti)      (siksti)      (seventi)      (eiti)      (nainti)

(The pronunciation is not written in phonological form.)



**EXERCISE 4:** Color the numbers (11-90) in exercise 3 above. Color the “\_\_teen” red and the “\_\_ty” green.

**EXERCISE 5:** Spell the following numbers in each of the addition exercises.

a) 4	+	5	=	9
<b>four</b>	+	<b>five</b>	=	<b>nine</b>
b) 2	+	6	=	_____
_____	+	_____	=	_____
c) 31	+	45	=	_____
_____	+	_____	=	_____
d) 12	+	10	=	_____
_____	+	_____	=	_____
e) 29	+	13	=	_____
_____	+	_____	=	_____
f) 53	+	7	=	_____
_____	+	_____	=	_____

**ORAL EXERCISE:** Respond orally to the teacher’s addition exercises.

### HOMEWORK

- Study the numbers for the oral quiz in the next class.
- Bring a clock/watch for the next class.

**NOTE:** 100 ONE HUNDRED  
1,000 ONE THOUSAND  
1,000,000 ONE MILLION



## LESSON 8: SAYING THE TIME.

**EXERCISE 1:** Spell the following numbers.

- |       |       |       |
|-------|-------|-------|
| a) 13 | b) 40 | c) 3  |
| d) 8  | e) 1  | f) 80 |

**EXERCISE 2:** Examine the different parts of your clock.

**EXERCISE 3:** Answer the following question.

WHAT TIME IS IT?



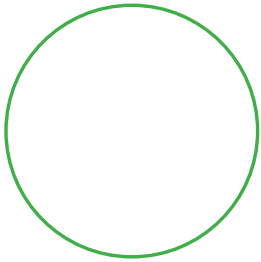
IT IS five-fourteen (5:14)

**EXERCISE 4:** Complete the following questions. Look at the example.

- |  |  |
|--|--|
| 1) <b>A:</b> What time is it?<br><b>B:</b> It is six-eleven (6:11)     | 2) <b>A:</b> What time is it?<br><b>B:</b> It is _____ - _____ (11:13)   |
| 3) <b>A:</b> What time is it?<br><b>B:</b> _____ ten-forty six (10:46) | 4) <b>A:</b> What _____ is it?<br><b>B:</b> ___ is _____ - _____ (12:36) |
| 5) <b>A:</b> _____ is it?<br><b>B:</b> It is _____ - _____ (9:45)      | 6) <b>A:</b> What time _____ ?<br><b>B:</b> It is _____ - _____ (2:25)   |

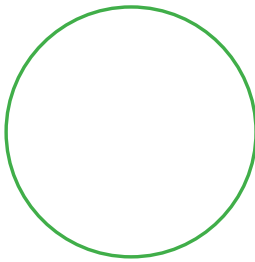
**EXERCISE 6:** Draw the time, and then write what time it is in the following clocks.

7:15



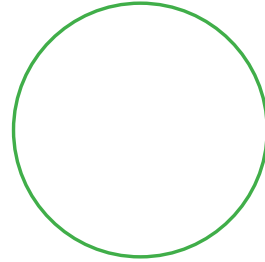
a) It's \_\_\_\_\_

2:30



b) It's \_\_\_\_\_

6:00



c) \_\_\_\_\_

### HOMEWORK

Draw and write the time. Look at the examples above.

- a) 3:47
- b) 2:14
- c) 10:15
- d) 11:59

**NOTE:** a) IT IS = IT'S  
b) 9:00 = It's nine O'CLOCK.  
c) 10:15 = It's ten fifteen.  
It's a quarter past ten



## LESSON 9: PROFESSIONS AND ADJECTIVES.

**EXERCISE 1:** Answer the following questions.

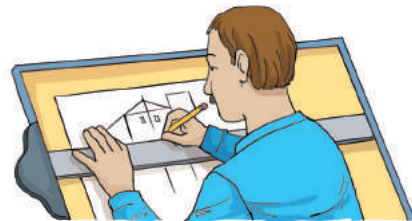
- a) What time is it? \_\_\_\_\_
- b) It's lunch time. What time is it? \_\_\_\_\_
- c) It's bed time. What time is it? \_\_\_\_\_

**EXERCISE 2:** Say the professions that you already know in English.

**EXERCISE 3:** Look at the pictures. Listen and Point.



a) Erik is **a** teacher.



b) Henry is **an** architect.



c) Irvin and David **are** photographers



d) **A** flower **is** beautiful.



e) Flowers **are** beautiful.

**EXERCISE 4:** Complete the following sentences by using “is or are”. Use the adjectives from the box.

Dangerous *expensive* rich beautiful  
sweet sour fast slow important white

- a) A new car *is expensive*      b) Alvaro Noboa and his wife \_\_\_\_\_.
- c) Lions \_\_\_\_\_      d) A rose \_\_\_\_\_.
- e) A candy \_\_\_\_\_      f) Education \_\_\_\_\_.
- g) Turtles \_\_\_\_\_      h) An airplane \_\_\_\_\_.
- i) A lemon \_\_\_\_\_      j) The board \_\_\_\_\_.

ORAL EXERCISE: Make sentences. Use “is, are, or am”. Finally translate the new sentences into Spanish.

1) My mother / beautiful.

My mother is beautiful. ( Mi madre es hermosa)

- |                       |   |                             |
|-----------------------|---|-----------------------------|
| 2) The earth / round. | 7) I / a human being.                         | 12) John/ in class.         |
| 3) A pen / light      | 8) Clowns / funny                             | 13) You/ at home.           |
| 4) A rabbit / fast    | 9) I / Intelligent                            | 14) I/ at school            |
| 5) Bananas / yellow.  | 10) Junk food / bad.                          | 15) My mother/ here         |
| 6) Grapes/ sweet.     | 11) The students in this class / intelligent. | 16) John and I / in Ambato. |

## HOMEWORK

Make the sentences above in written form.

**NOTE: IS: SINGULAR**  
**ARE: PLURAL**  
(*Exception: You are*)  
**AM: SINGULAR (I am)**

**NOTE: a → consonant sound**  
**an → vowel sound**

## REVIEW CHAPTER ONE

1) Fill in the blanks with the appropriate greetings.

- a) G \_ d m \_ n \_ \_ \_    b) H \_ !    c) \_ \_ \_ d e \_ n \_ \_ \_    d) H \_ \_ o!  
e) \_ \_ \_ \_ a f \_ \_ \_ n \_ \_ \_    f) Ha \_ \_ a go \_ d n \_ h \_    g) S \_ \_ y \_ \_ l \_ \_ \_ \_

2) Translate the following words into Spanish using your dictionary.

- a) Take: \_\_\_\_\_    b) Take out: \_\_\_\_\_  
c) woke up: \_\_\_\_\_    d) Did up: \_\_\_\_\_

3) Reorder the letters to write the correct words.

E.g. Wetir: write

- a) its wond: \_\_\_\_\_    b) netsil ot: \_\_\_\_\_    c) kool ta: \_\_\_\_\_

4) Write the pronunciation of each of the following letters in the blanks below.

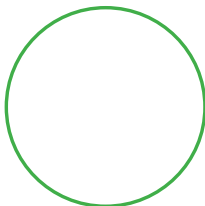
- 1) E   N   G   L   I   S   H    2) C   L   O   S   E  
  ( ) ( ) ( ) ( ) ( ) ( ) ( )    ( ) ( ) ( ) ( ) ( )

5) Make sentences. Use “is, are, or am”.

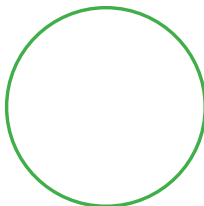
- a) My mother / beautiful. *My mother is beautiful.*  
b) The earth / round. \_\_\_\_\_  
c) A pen / light. \_\_\_\_\_  
d) A rabbit / fast. \_\_\_\_\_

6) Draw the time, and then write what time it is in the following clocks.

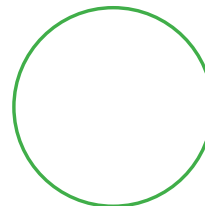
3:15



1:30



11:00



- a) It's \_\_\_\_\_    b) It's \_\_\_\_\_    c) \_\_\_\_\_

## LISTENING ACTIVITY 1

**Topic:** Personal Information.

**Objective:** to practice how to register in a gym.

**Skills to be developed:** Listening and speaking

**Time:** 20 minutes.

**Place:** in the classroom

### PRE-LISTENING

1) Look at the picture and answer the following questions.



Source: Touchstone book 1, page 6

a) Is Victor new for the gym?

---

b) How much is for getting a day membership?

---

c) Is the receptionist polite?

---

### WHILE LISTENING

**3) Listen to the dialogue and repeat aloud after each pause.**

Receptionist = female students

Victor = male students

**4) Use the script given by your teacher, then listen and read along.**

*Receptionist* Hi! Are you a member?

*Victor* No, I'm just here for the day

*Receptionist* OK. So, what's your name, please?

*Victor* Victor Lopez

*Receptionist* And what's your phone number?

*Victor* It's 646-555-3048

*Receptionist* And your e-mail address?

*Victor* Um . . . it's vlopez6@cup.org.

*Receptionist* OK. So it's \$10 for today. Here's you!

*Victor* Thanks

Source: Touchstone Book 1, page 6

**5) In pairs, use a cell phone and record the dialogue imitating the original pronunciation and intonation.**

### POST-LISTENING

**6) In pairs.- Use your cellphone and record a similar dialogue using different and real information.**

**7) Present the recording to your teacher and act out your conversation for the class.**





CHAPTER TWO  
PERSONAL INFORMATION



LESSON 1: HI! I'M ERIK

**EXERCISE 1:** Say the professions that you already know in English.

**EXERCISE 2:** Look at the pictures. Listen and Point.

<i>I</i> am Erik	<i>I</i>	<i>We</i>	<i>We</i> are happy.
<i>You</i> are <u>a</u> student.	<i>You</i>	<i>You</i>	<i>You</i> are <i>students</i> .
<i>She</i> is Karla.	<i>She</i>	<i>He</i>	<i>He</i> is Peter.
<i>They</i> are Karla and Peter.	<i>They</i>	<i>It</i>	<i>It</i> is a book.

**EXERCISE 3:** Substitute the following names with personal pronouns.

- |                             |                            |
|-----------------------------|----------------------------|
| a) Carlos: <i>He</i>        | b) Mónica: _____           |
| c) Carlos and Carmen: _____ | d) Lemons: _____           |
| e) An apple: _____          | f) My brother and I: _____ |





## LESSON 2: PRESENT TENSE: NEGATIVE WITH THE VERB "TO BE"

**EXERCISE 1:** Match the following pronouns with the corresponding.

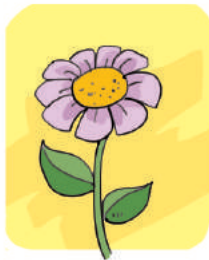
**Forms of the verb "to be".**

- a) He, she, It                      am ( )  
b) I                                      are ( )  
c) You, we, they                    is ( )

**EXERCISE 2:** Look at the pictures. Listen and Point.



- a) Erik is NOT a doctor. He is a teacher.    b) Henry is NOT a teacher. He is an architect.



- c) A flower is NOT ugly. It's beautiful.    d) Flowers are NOT ugly. They are beautiful.

**EXERCISE 3:** Complete the sentences with the correct information.

- 1) Ecuador isn't a city. It is a country.
- 2) America \_\_\_\_\_ country. It \_\_\_\_\_.
- 3) America and Europe \_\_\_\_\_ countries. They \_\_\_\_\_.
- 4) Spanish \_\_\_\_\_ country. It \_\_\_\_\_.
- 5) I \_\_\_\_\_ a teacher. I \_\_\_\_\_.
- 6) Balls \_\_\_\_\_ square. They \_\_\_\_\_ round.
- 7) A diamond \_\_\_\_\_ cheap. \_\_\_\_\_ expensive.
- 8) America \_\_\_\_\_ country. It \_\_\_\_\_.
- 9) A turtle \_\_\_\_\_ slow. \_\_\_\_\_.
- 10) Ice cream and candy \_\_\_\_\_ sour. \_\_\_\_\_.

**ORAL EXERCISE:** Make truthful sentences. Use the verb “to be”.

- |                             |                               |
|-----------------------------|-------------------------------|
| 1.- A ball/round            | 8.- Apples/expensive.         |
| <i>A ball is round.</i>     | 9.- Lemons/sweet.             |
| 2.- A ball/square.          | 10.- Education/important.     |
| <i>A ball isn't square.</i> | 11.- The weather/hot today.   |
| 3.- A box/ square.          | 12.- The weather/cold today.  |
| 4.- A box/ round.           | 13.- Fast food/ good for you. |
| 5.- Air/free.               | 14.- Good food/important.     |
| 6.- Bananas/yellow.         | 15.- I/ intelligent.          |
| 7.- A rose/ugly.            | 16.- My mother/ beautiful.    |

---

## HOMEWORK

Do the oral exercise above in written form.

VOCABULARY: LOOK AT THE EXAMPLES. COMPLETE THE CHART.

GREETINGS	ADJECTIVES	ALPHABET
1.- <i>Good morning</i>	1.- <i>sweet: ice cream, candy</i>	1.- <u>A</u> (ei)
2.- _____	2.- _____	2.- _____ W _____
3.- _____	3.- _____	3.- _____ I _____
4.- _____	4.- _____	4.- _____ E _____
5.- _____	5.- _____	5.- _____ U _____
6.- _____	6.- _____	6.- _____ O _____



## LESSON 3: DEMONSTRATIVES (THAT-THIS).

**EXERCISE 1:** Complete the following sentences with the correct information.

- 1) Cars aren't cheap. They *are expensive*. 2) My sister isn't short. She \_\_\_\_\_.  
3) Guns \_\_\_\_\_. They are dangerous. 4) My father \_\_\_\_\_ young. He \_\_\_\_\_.

**EXERCISE 2:** Reorder the letters to write the correct words. Listen and repeat.

- 1) Kobo: *book*                      2) abkcpak: \_\_\_\_\_      3) odabr: \_\_\_\_\_  
4) abkcpak: \_\_\_\_\_      5) oodr: \_\_\_\_\_      6) amrekr: \_\_\_\_\_

**EXERCISE 3:** Listen and Point.

**THAT** pencil is light.



(far)

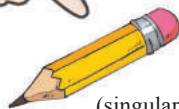


(singular)

**THIS** pencil is light.



(near)



(singular)

**EXERCISE 4:** Complete the following sentences with "That or This".  
Use the information into parentheses.

- a) *That* book is on the desk. (far)      b) \_\_\_\_\_ book is on my desk. (near)  
c) \_\_\_\_\_ t-shirt is red. (near)      d) \_\_\_\_\_ book is orange. (near)  
e) \_\_\_\_\_ backpack is black. (far)      f) \_\_\_\_\_ pen is on the table. (near)

- g) \_\_\_\_\_ pen is light. (near)      h) \_\_\_\_\_ board is white. (far)  
i) \_\_\_\_\_ door is \_\_\_\_\_. (far)      j) \_\_\_\_\_ marker is \_\_\_\_\_. (far)

**EXERCISE 5:** Point to or show your classmates four things from your classroom. Use “This or That”

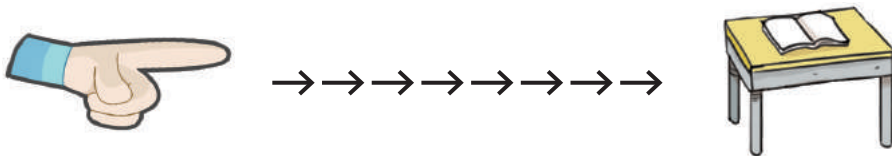
**HOMEWORK:**

- 1) Write the sentences in the exercise 4 above. Draw a picture for each sentence.

(Use a piece of paper and colored pencils)

**Example:**

- a) THAT book is on the desk.



- 2) Vocabulary : look at the examples. Complete the chart.

COLORS	NUMBERS	SINGULAR NOUNS
1.- __red: apple,blood__	1.- ____One: ( 1 )____	1.- ____ (an) apple____
2.- _____	2.- _____:(24)	2.- ____ ( ) chair____
3.- _____	3.- _____:(13)	3.- ____ ( ) eraser____
4.- _____	4.- _____:(8)	4.- ____ ( ) architect____
5.- _____	5.- _____:(3)	5.- ____ ( ) gardener____
6.- _____	6.- _____:(11)	6.- ____ ( ) student____

**Note:**  
that is = that's





## LESSON 4: DEMONSTRATIVES (THOSE-THESE).

**EXERCISE 1:** Complete the following sentences with “That or This”. Use the information in parentheses.

a) <i>That</i> book is on the desk. (far)	b) _____ book is on my desk.(near)
c) _____ t-shirt is red. (near)	d) _____ book is orange. (near)

**EXERCISE 2:** Reorder the letters to write the correct words. Listen and repeat.

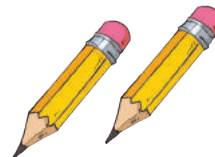
- 1) kobos: books      2) abkcpaks: \_\_\_\_\_      3) odabrs: \_\_\_\_\_  
4) abkcpaks: \_\_\_\_\_      5) oodr: \_\_\_\_\_      6) amrekr: \_\_\_\_\_

**EXERCISE 3:** Listen and Point.

**THOSE** pencils are light.

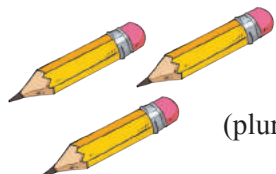


(far)



(plural)

**THESE** pencils are light.



(plural)

**EXERCISE 4:** Complete the following sentences with “Those or These”.  
Use the information in parentheses to help you complete the sentences.

- a) Those books *are* on the desk. (far)    b) \_\_\_\_\_ books *are* on my desk. (near)  
c) \_\_\_\_\_ t-shirts *are* red. (near)    d) \_\_\_\_\_ books *are* orange. (near)  
e) \_\_\_\_\_ backpacks *are* black. (far)    f) \_\_\_\_\_ pens *are* on the table. (near)  
g) \_\_\_\_\_ pens *are* light. (near)    h) \_\_\_\_\_ boards *are* white. (far)  
i) \_\_\_\_\_ doors *are* brown. (far)    j) \_\_\_\_\_ markers *are* \_\_\_\_\_. (far)

**EXERCISE 5:** Complete the sentences. Use the words in parentheses.

- a) (This, these) This eraser is white. (That, those) Those erasers are pink.  
b) (This, these) \_\_\_\_\_ books are orange. (That, those) \_\_\_\_\_ book is yellow.  
c) (This, these) \_\_\_\_\_ cell phone is new. (That, those) \_\_\_\_\_ cell phones are old.  
d) (This, these) \_\_\_\_\_ book is on my desk. (That, those) \_\_\_\_\_ books are on your desk.

**ORAL EXERCISE:** Point to or show your classmates four things of your classroom. Use “*These or Those*”.

### HOMEWORK:

- 1) Write the sentences in exercise 1. Draw a picture for each sentence.  
(Use a piece of paper and colored pencils)

#### Example:

- a) **THOSE** books are on the desk.



**Watch out:**

SINGULAR	PLURAL
↓	↓
This	→ These (near)
That	→→ Those (far)



## LESSON 5: PERSONAL INFORMATION.

**EXERCISE 1:** Complete the sentences. Use the words in parentheses.

- a) (This, these) This eraser is white. (That, those) Those erasers are pink.  
b) (This, these) \_\_\_\_\_ guy is happy. (That, those) \_\_\_\_\_ guys are sad.

**EXERCISE 2:** Answer the following question.

**Teacher:** What's your name?                      **Student:** My name is \_\_\_\_\_.  
Where do you live?                                      I live in \_\_\_\_\_.

**EXERCISE 3:** Read the text quietly. Listen to your teacher and repeat.  
Analyze the text.

My name is Erik. I am from Guano. I am 17 years old. My birthday is on January 26<sup>th</sup>. I'm tall. I am thin. I am a student. I live in Riobamba. My hair is short and curly. My eyes are brown. My father is Dennys. He is 39 years old. He is a teacher. My mother is Monica. She is 37 years old. She is a teacher too. My grandmother is Cecilia. She is 70 years old. My uncles are Henry and Alex. They are 35 years old. They are tall.

**EXERCISE 4:** Imagine Erik's family and draw a picture. Use the information above.

**EXERCISE 5:** Replace the underlined words above with your own information.

---

---

**EXERCISE 6:** Read the paragraph above again. Correct the information and grammar mistakes in each sentence.

- |  |                                      |
|--|--------------------------------------|
| 1) Erik is <del>16</del> years old.<br>Erik is 17 years old. | 6) Erik's hair is long and straight. |
| 2) Erik is from Ambato.                                      | 7) Erik's eyes are black.            |
| 3) Erik's birthday is on June 5 <sup>th</sup> .              | 8) Erik's father is Daniel.          |
| 4) Erik are tall.  | 9) Dennys is a doctor.               |
| 5) Erik is an engineer.                                      | 10) Monica are 30 years old.         |
|  | 11) Erik lives in Quito.             |

**EXERCISE 7:** Look at the example. Complete the chart.

"WH question words"	
1.-	What
2.-	_____
3.-	_____
4.-	_____
5.-	_____

**HOMEWORK:** Write out the sentences in exercise 6 above.

**NOTE:** \_'s = " of "  
Pablo's pencil = the pencil of Pablo.  
Erik's hair = the hair of Erik  
Carlos' book = the book of Carlos (Carlos or Carloses)



## LESSON 6-7-8: WH QUESTION WORDS.

**EXERCISE 1:** Complete the following sentences with the correct information.

- 1) My name is \_\_\_\_\_. 2) I am from \_\_\_\_\_. 3) I am \_\_\_\_\_ years old.  
4) My birthday is on \_\_\_\_\_<sup>th</sup>. 5) I am a \_\_\_\_\_. 6) I live in \_\_\_\_\_.

**EXERCISE 2:** Say the WH question words that you already know in English.

**EXERCISE 3:** Answer the following questions.

a) **WHO:** People

• **Who** is the President of Ecuador?

\_\_\_\_\_.

• **Who** is your mother?

\_\_\_\_\_.



**POSSIBLE  
ANSWERS**  
Rafael, Carlos  
Carmen, Diana

b) **WHAT:** things / animals.

• **What's** your favorite color?

\_\_\_\_\_.

• **What's** the capital of Venezuela?

\_\_\_\_\_.



**POSSIBLE  
ANSWERS**  
A city  
Red

c) **WHERE:** place



· **Where** are you?

\_\_\_\_\_

· **Where** are you from?

\_\_\_\_\_

**POSSIBLE  
ANSWERS**  
In Quito  
At the University

d) **WHAT TIME:** hours



· **What time** is it?

\_\_\_\_\_

· **What time** are you usually at home?

\_\_\_\_\_

**POSSIBLE  
ANSWERS**  
It's three- Oh six (3:06)  
At seven-fifteen (7:15)

e) **HOW:** feelings, ways, forms



· **How** are you?

\_\_\_\_\_

· **How** is your mother?

\_\_\_\_\_

**POSSIBLE  
ANSWERS**  
Happy, sad,  
thirsty, tired

f) **HOW OLD:** age



· **How old** are you?

\_\_\_\_\_

· **How old** is your father?

\_\_\_\_\_

**POSSIBLE  
ANSWERS**  
13 years old.  
13 or thirteen.

g) **WHEN:** Time



· **When** is your birthday?

\_\_\_\_\_

· **When** is Christmas?

\_\_\_\_\_

**POSSIBLE  
ANSWERS**  
On February 27th,  
in July

h) **HOW MANY:** #s (numbers)



· How **many students** are there in this classroom?

\_\_\_\_\_

· How **many provinces** are there in Ecuador?

\_\_\_\_\_

**POSSIBLE  
ANSWERS**  
One, two, three, four, five, six,  
seven, eight, nine, ten.

**EXERCISE 4** : Answer the following questions.

a) Who is the Mayor of Riobamba?

---

b) Who is the President of Bolivia?

---

c) Who are you?

---

d) What is Riobamba?

---

e) What color is your hair?

---

f) Where is Riobamba?

---

g) What time are your parents at home?

---

h) How is your best friend?

---

i) How old is Rafael Correa?

---

j) How old is your brother?

---

k) How many chairs are there in your classroom?

---

l) How many regions are there in Ecuador?



m) When is you mother´s birthday?

---

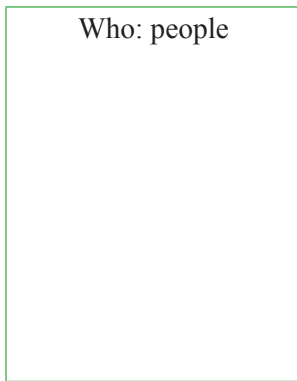
n) When are Riobamba´s festivities?

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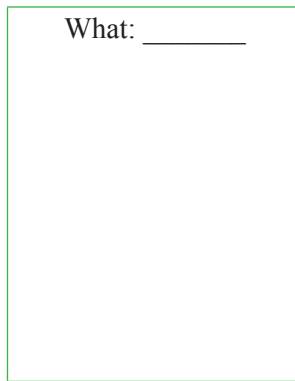
### HOMEWORK

1) Draw your own picture to represent these WH question words.

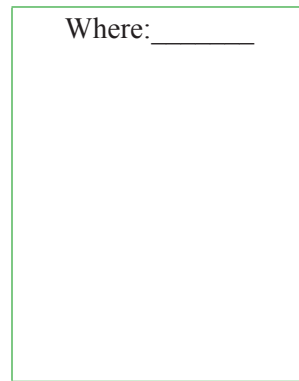
Who: people



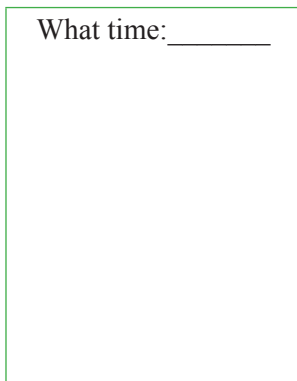
What: \_\_\_\_\_



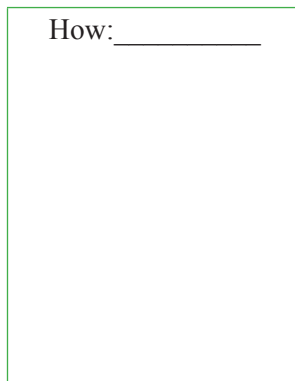
Where: \_\_\_\_\_



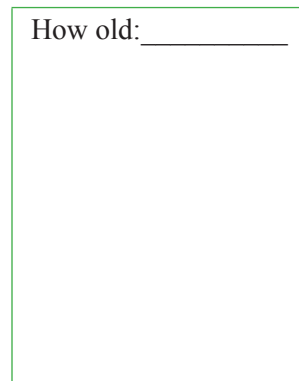
What time: \_\_\_\_\_



How: \_\_\_\_\_



How old: \_\_\_\_\_



When: \_\_\_\_\_

How many: \_\_\_\_\_

2) VOCABULARY: look at the examples and complete the chart.

WH QUESTION WORD	ANSWER
1.- _____ Who _____	1.- _____ people _____
2.- _____	2.- _____ animals / things _____
3.- _____ Where _____	3.- _____
4.- _____	4.- _____ Hours _____
5.- _____ How _____	5.- _____
6.- _____ How old _____	6.- _____
7.- _____	7.- _____ time _____
8.- _____	8.- _____ numbers _____

**NOTE:** Notice the questions and the answers  
QUESTION: -----you-----?  
ANSWER: I-----  
QUESTION: -----your-----?  
ANSWER: My-----

**NOTE:** Notice these questions.  
What time are you usually at home?  
When are you at home?  
What time = When

## LESSON 9: PAST TENSE: THE VERB "TO BE"

**EXERCISE 1:** Say four WH question words and their meanings.  
E.g. Who = people.

### EXERCISE 2:

- Say the forms of the verbs "to be" that you have already learnt in present tense.
- What word do you use to make negative sentences?

**EXERCISE 3:** Look at the example and analyze it with your teacher.



My teacher is in class every day.

**(PRESENT)**



My teacher was in class yesterday.

**(PAST)**

PRESENT TIME	PAST TIME
a) I <b>am</b> in class <b>today</b> .	a) I <b>was</b> in class <b>yesterday</b> .
b) Alice <b>is</b> at the library <b>every day</b> .	b) Alice <b>was</b> at the library <b>last Friday</b> .
c) My friends <b>are</b> at home <b>on Sundays</b> .	c) My friends <b>were</b> at home <b>two hours ago</b> .

<i>Affirmative</i>	<i>Negative</i>	<i>Affirmative</i>	<i>Negative</i>
You <b>were</b>	You <b>weren't</b>	I <b>was</b>	I <b>wasn't</b>
We <b>were</b>	We <b>weren't</b>	He <b>was</b>	He <b>wasn't</b>
They <b>were</b>	They <b>weren't</b>	She <b>was</b>	She <b>wasn't</b>
		It <b>was</b>	It <b>wasn't</b>

**EXERCISE 4:** Change the sentences to the past tense.

1.- Bob is in class today	1.- Bob was in class yesterday.
2.- I'm in class today	2.- _____.
3.- Mary is at the library today.	3.- _____.
4.- We're in class today.	4.- _____.
5.- You're busy today.	5.- _____.
6.- He's happy today.	6.- _____.

**EXERCISE 5:** Write 5 sentences in present tense, and then write the same ones in past tense. Use the verb "to be" (*am, are, is*)

**HOMEWORK**

1) Complete the sentences. Use "wasn't or weren't". Use past time expressions.

1.- Ken is here today, but he wasn't here yesterday.

2.- I'm at home tonight, but \_\_\_\_\_.

3.- Olga is busy this morning, but \_\_\_\_\_.

4.- We're in class this week, but \_\_\_\_\_.

5.- Tom is at the library tonight, but \_\_\_\_\_.

6.- Alex and Rita are at home this afternoon, but \_\_\_\_\_.

**TIME EXPRESSIONS**

PRESENT

PAST

Today → yesterday

This morning → yesterday morning

This afternoon → yesterday afternoon

Tonight → last night

This week → last week

## REVIEW CHAPTER TWO

1.- Substitute the following names with personal pronouns.

- a) Carlos: **He**                                  b) Mónica: \_\_\_\_\_  
c) Carlos and Carmen: \_\_\_\_\_      d) Lemons: \_\_\_\_\_

2.- Complete the sentences with the correct information.

- a) Ecuador **isn't** a city. It is a country.  
b) America \_\_\_\_\_ country. It \_\_\_\_\_.

3.- Complete the sentences. Use the words in parentheses.

- a) (This, these) **This** eraser is white. (That, those) **Those** erasers are pink.  
b) (This, these) \_\_\_\_\_ books are orange. (That, those) \_\_\_\_\_ book is yellow.  
c) (This, these) \_\_\_\_\_ cell phone is new. (That, those) \_\_\_\_\_ cell phones are old.  
d) (This, these) \_\_\_\_\_ book is on my desk. (That, those) \_\_\_\_\_ books are on your desk.

4.- Answer the following questions.

- a) Who is the Mayor of Riobamba?  
\_\_\_\_\_
- b) Who is the President of Bolivia?  
\_\_\_\_\_
- c) Who are you?  
\_\_\_\_\_
- d) What is Riobamba?  
\_\_\_\_\_

5.- Change the sentences to the past tense.

- |                                   |  |
|-----------------------------------|--|
| 1.- Bob is in class today         | 1.- <b>Bob was in class yesterday.</b> |
| 2.- I'm in class today            | 2.- _____.                             |
| 3.- Mary is at the library today. | 3.- _____.                             |

## LISTENING ACTIVITY 2

Topic: Do you come here every day?

Objective: to practice how to say more than Yes or No.

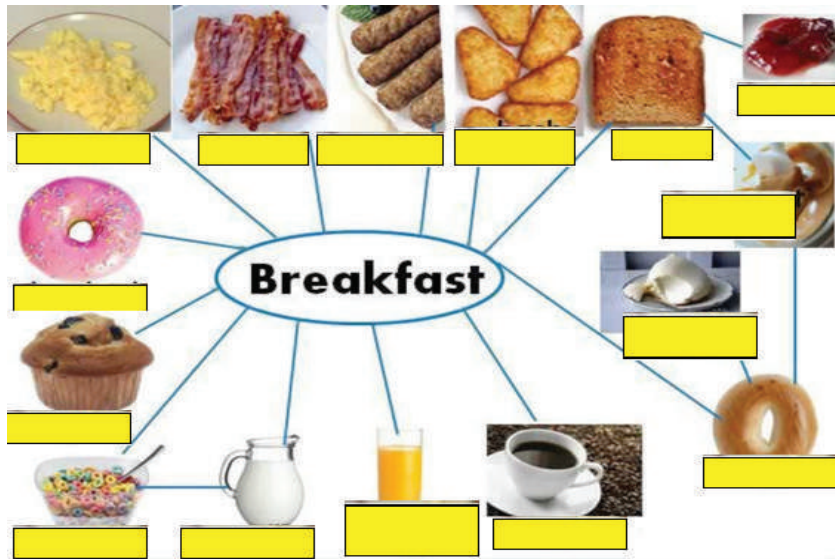
Skills to be developed: Listening and speaking

Time: 20 minutes.

Place: in the classroom

### PRE-LISTENING

1) Label the food on the picture.



Taken and adapted from: <https://www.google.com.ec/search?q=food+-for+breakfast>

### WHILE LISTENING

3) Listen to the dialogue and repeat aloud after each pause.

Tina= female students

Ray = male students

4) Use the script given by your teacher, then listen and read along.

*Tina Hi. I see you here all the time.  
Do you come here every day?*

*Ray No . . . Well, I have breakfast here  
before class.*

*Tina Oh, are you a student?*

*Ray Yes. I'm a law student.*

*Tina Really? I'm in the business school.*

*Ray Oh. So do you live around here?*

*Tina Well, I live about 20 miles away, in  
Laguna Beach.*

*Ray So, are you from California?*

*Tina Well, I'm from Chicago originally, but  
my family lives here now.*

Source: Touchstone Book 1, page 38

5) In pairs, use a cell phone and record the dialogue imitating the original pronunciation and intonation.

### POST-LISTENING

6) In pairs.- Use your cellphone and record a similar dialogue using different and real information.

7) Present the recording to your teacher and act out your conversation for the class.

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CHAPTER THREE  
PRESENT TENSE AND PAST TENSE.



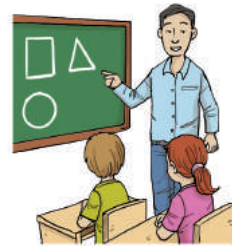
LESSON 1: PRESENT TENSE, *There be.*

**EXERCISE 1:**

- a) Say the things that are around you in the classroom.
- b) Count from 1 to 100.

**EXERCISE 2:** Look at the pictures and analyze them.

**THERE IS one** board in the classroom.  
**(SINGULAR)**



**THERE ARE FOUR** chairS in the classroom.  
**(PLURAL)**



**EXERCISE 3:** Complete the following sentences with “there is” or “there are”

- 1) \_\_\_\_\_ a grammar book on my desk.
- 2) \_\_\_\_\_ thirty chairs in the classroom.



- 3) \_\_\_\_\_ two pens on the teacher's desk.
- 4) \_\_\_\_\_ thirty-one days in July.
- 5) \_\_\_\_\_ one student from Guano in our class.
- 6) \_\_\_\_\_ ten sentences in this exercise.
- 7) \_\_\_\_\_ a color pencil in my backpack.
- 8) \_\_\_\_\_ a teacher in the classroom.
- 9) \_\_\_\_\_ two windows in the classroom.
- 10) \_\_\_\_\_ aN eraser in the classroom.

**ORAL EXERCISE:** Make sentences with “there is or there are”.  
Use the given phrases in your sentences.

- 1) On my desk/ a book.  
**There IS a book on my desk.**
- 2) three books/ on my teacher's desk.
- 3) three windows/ in this classroom.
- 4) twenty four provinces/ in Ecuador.
- 5) on television tonight/ a program.
- 6) in my pocket / an eraser.
- 7) on the wall/ a picture.
- 8) a pencil / on my chair.
- 9) on the floor/ a backpack.
- 10) an Olympic stadium/ in Riobamba.

### HOMEWORK

Do the oral exercise above in written form.

**NOTE:**

“a/an” = one

“There is” = there's → singular.

“There are” = there're → plural.



## LESSON 2: ADDRESSES.



**EXERCISE 1:** Complete the following sentences with “there is” or “there are”.

- 1) \_\_\_\_\_ a grammar book on my desk.
- 2) \_\_\_\_\_ thirty chairs in the classroom.

### EXERCISE 2:

- a) Say the streets that are around you.
- b) Say the commands you already know in English.

**EXERCISE 3:** Listen and point along with the following instructions.

Walk up ↑	Turn right 
Walk down ↓	Turn left 
Walk along →→→→→	Drive up      drive right. Drive down    drive left Drive along



**EXERCISE 4:** Look at the map and analyze how Irvin should get the directions to the bus station.



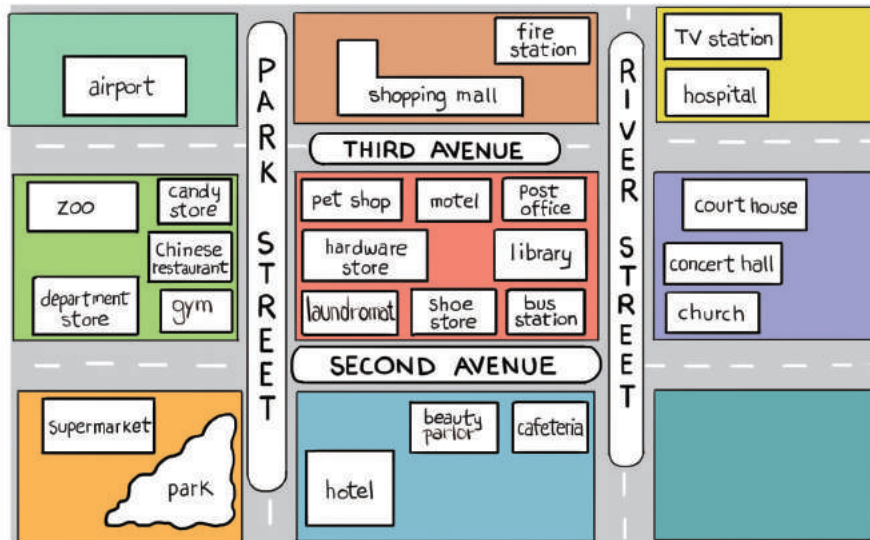
bus station?

(Taken from book: Side by Side)

**Irvin:** Excuse me. Would you tell how to get to the bus station from here?

**David:** Sure. **Walk up** Park Street **to** Second Avenue and **turn right**. **Walk along** Second Avenue and you'll see the bus station **on the left**.

**Irvin:** Thank you very much.



(Taken from the book: Side by Side)

**EXERCISE 5:** Explain how to get the following directions.

- a) shopping mall-concert hall
- b) library- hardware store
- c) cafeteria-hospital.
- d) hotel - zoo.

### HOMEWORK

- 1) Draw a map of your city. (Vargas Torres St- Espejo St. /Orozco St – Villaroel St.)
- 2) Explain how you'd give directions to get from one place to another with the examples below.
  - a) “Loma de Quito” Church – “Pichincha” Bank.
  - b) “Pichincha” Bank- “Juan de Velasco” School.
  - c) “La Merced” church-“Maldonado” HS.
  - d)“Sultana de los Andes” HS- “La Merced” church.

Help foreign people by giving them directions,  
now you know how to.



### LESSON 3: POSSESSION: HAVE-HAS.

**EXERCISE 1:** Explain how to give directions to these places:

“Loma de Quito” church - “La Merced” church.

**EXERCISE 2:** Do the actions to represent these words:

- a) cell phone      b) book      c) pencil      d) have

**EXERCISE 3:** Look at the grammar chart. Listen and Point.

I	have	a cell phone.	No “s”
You	have	a cell phone.	
We	have	a cell phone.	
They	have	a cell phone.	
He	has	a cell phone.	“s”
She	has	a cell phone.	
It	has	many chairs.	
Subject	verb	complement	“watch out”

**EXERCISE 4:** Complete the following sentences. Use “have”, “has”, or “be” (am, are, is).

- a) I have a pen. It is blue.  
b) You \_\_\_\_\_ a brother. He \_\_\_\_\_ Tony.  
c) Kate \_\_\_\_\_ a brother. He \_\_\_\_\_ Carlos.  
d) Luis \_\_\_\_\_ a backpack. It \_\_\_\_\_ black.  
e) Karla and Katty \_\_\_\_\_ boyfriends. They \_\_\_\_\_ tall.  
f) Sara \_\_\_\_\_ a pencil. It \_\_\_\_\_ light.

**ORAL EXERCISE:** Make sentences. Use the information given and “have” or “has”.

- |   |   |
|---|---|
| 1) Karla/a book<br><b>Karla has a book.</b> | 6) Charles/ a pen                                 |
| 2) I/ a car                                 | 7) Mr. Jones/ a house.                            |
| 3) Carmen/ a sister.                        | 8) My teacher/a baby.                             |
| 4) My parents/ 3 children.                  | 9) Carlos and Karla/ an American friend.          |
| 5) My mother/ 4 brothers.                   | 10) “Edmundo Chiriboga” high school/36 classrooms |
|   | 11) Ecuador/ 4 regions.                           |

### HOMEWORK

Do the oral exercise above in written form.

**WATCH OUT: TALKING ABOUT AGE**

CORRECT                  INCORRECT

I am 22 years old.          I ~~have~~ 22 years old.

Am, are, is → age.



**LESSON 4: HABITS.**

**EXERCISE 1:** Complete the following sentences by using “have” or “has”

- a) Mary \_\_\_\_\_ a boyfriend.      b) I \_\_\_\_\_ a dictionary.

**EXERCISE 2:** Do actions to represent these verbs:

- a) Wake up                      b) shave                      c) take a shower      d) Have.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

I You We They	wake up drink study speak	at 6 o'clock.. a cup of coffee every day. in “Edmundo Chiriboga” H.S. Spanish.	No “s”
He She This classroom (It)	wakes <u>u</u> p drinks <u>s</u> has <u>s</u>	at 6 o'clock.. a cup of coffee every day. many chairs.	“s”
Subject	verb	Complement	“watch out”

**EXERCISE 4:** What do you do every morning? Put them in order. What do you do first, second, third, etc.?

**MY HABITS EVERY MORNING**

- a) I take a shower.                      (   )  
b) I go to class.                            (   )  
c) I pick up my backpack.              (   )  
d) I drink a cup of coffee.                (   )  
e) I shave.                                    (   )  
f) I eat breakfast.                         (   )  
g) I get up.                                    (   )

- h) I put on my clothes. ( )
- i) I walk to the bathroom. ( )
- j) I watch TV. ( )
- k) I look at the mirror. ( )
- l) I rub my eyes. ( )
- m) I go to the kitchen. ( )
- n) I brush my teeth. ( )
- o) I yawn. ( )
- p) I stretch. ( )
- q) I do exercises. ( )
- r) I turn off the alarm clock. ( )

**ORAL EXERCISE:** Name 10 habits you do in your daily routine.

### HOMEWORK

Write 10 habits about: your boyfriend/girlfriend, best friend, or mother.

**E.g.** 1) My boyfriend turns off the alarm clock.

#### “WATCH OUT”

(1) My boyfriend	drinks	coffee at night.
(2) My best friend	plays	soccer on Monday.
(3) My mother	dry = <b>dries</b>	my clothes every Sunday.
(4) My father	brushes	his teeth every morning.
(5) Karla	goes	to class every day.
	<b>RULES VERB + S</b>	

## LESSON 5: LIKES AND DISLIKES.

**EXERCISE 1:** Complete the following sentences. Use the information into parentheses.

- a) My brother (go)\_\_\_\_\_ to class every day.  
b) Carlos (brush) \_\_\_\_\_his teeth at 6 o'clock.

**EXERCISE 2:** Complete the following chart according student's opinions:


TASTY	NOT SO TASTY
1.- <u>ice cream</u>	1.- <u>carrots</u>
2.- _____	2.- _____
3.- _____	3.- _____
4.- _____	4.- _____
5.- _____	5.- _____
6.- _____	6.- _____

**EXERCISE 3:** Write four habits about you and your brother.

- 1) I go to school at 6:45                      1) My brother goes to class every day.  
2) I \_\_\_\_\_ .                      2) My brother \_\_\_\_\_ .  
3) I \_\_\_\_\_ .                      3) My brother \_\_\_\_\_ .  
4) I \_\_\_\_\_ .                      4) My brother \_\_\_\_\_ .



**EXERCISE 4:** Look at the grammar chart. Analyze it with your teacher. Listen and Point to each word as your teacher says it.

			
<b>AFFIRMATIVE (+)</b>			
I	like	to play soccer.	“s”
Carlos	likes	to eat pizza.	(He, she, it)
Jaime and I	like	to watch “El Chavo”	OR
We	like	to speak English.	No “s”
<b>Subject</b>	<b>verb</b>	<b>complement</b>	<b>“watch out”</b>

			
<b>NEGATIVE(-)</b>			
I	don´t like	to play <u>basketball</u> .	“don´t”
Carlos	doesn´t like	to eat <u>hot dogs</u> .	OR
Jaime and I	don´t like	to watch “ <u>Mi recinto</u> ”	“doesn´t”
We	don´t like	to speak <u>French</u> .	(he, she, it)
<b>Subject</b>	<b>Verb (no “s”)</b>	<b>complement</b>	<b>“watch out”</b>

**ORAL EXERCISE:** Name 4 things you don´t like to do.

## HOMework

Use the verbs into parentheses to fill in the blanks.

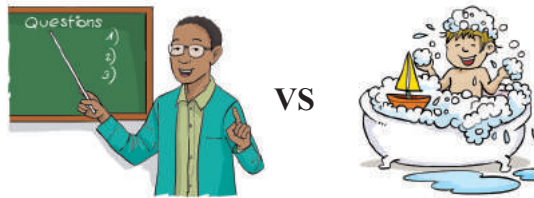
- 1) (know) Charles \_\_\_\_\_ Shakira.
- 2) (want, not) I \_\_\_\_\_ to go to the concert.
- 3) (brush, not) Jaime \_\_\_\_\_ his teeth at night.
- 4) (live, not) We \_\_\_\_\_ in Australia.
- 5) (go) John \_\_\_\_\_ to the disco on Fridays.
- 6) (eat) Erik \_\_\_\_\_ beans.

NOTE: Making truthful sentences is important.

( + ) I **wake up** at 6:10 on Mondays.

( - ) I **don't wake up** at 9 on Mondays.

## LESSON 6: TO BE AND SIMPLE PRESENT TENSE



VS

**EXERCISE 1:** Use the verbs into parentheses to fill in the blanks.

- 1) (know) Charles \_\_\_\_\_ Shakira.  
2) (want, not) I \_\_\_\_\_ to go to the concert.

**EXERCISE 2:**

- a) Say the professions that you've already learnt in English.  
b) Say the verbs that you've already learnt in English.



**EXERCISE 3:** Look at the following grammar chart. Analyze it with your teacher. Listen and Point.

“To be”



Lemons	are	Sour
Lemons	areN'T	Sweet.
<b>subject</b>	<b>be (is, are, am)</b>	<b>complement</b>

“Simple present tense”

	Juan	plays	the guitar.	
	Juan	doesn't play	the piano.	
	<b>subject</b>	<b>verb</b>	<b>complement</b>	

**EXERCISE 4:** Do actions or draw pictures to represent the following words.

- a) wear    b) have    c) sell    d) serve    e) need    f) design    h) take care  
i) carry    j) restaurant    k) grass    l) people    m) child    n) birds    o) junk food  
p) clothes    q) cats    r) sick    s) Light    t) weather    u) shoes    v) seeds

**ORAL EXERCISE:** Use the given words to make truthful sentences.

- |   |   |
|---|---|
| 1.- Grass/be green<br><i>Grass IS green.</i>        | 11.- Refrigerators/be hot inside.           |
| 2.- Grass/be blue.<br><i>Grass ISN'T blue.</i>      | 12.- Refrigerators/be cold inside.          |
| 3.- Dogs/have tails.<br><i>Dogs HAVE tails.</i>     | 13.- Electricity/be visible.                |
| 4.-People/tails.<br><i>People DON'T have tails.</i> | 14.- Light/be visible.                      |
| 5.- A restaurant/sell shoes.                        | 15.- Fresh vegetables/be good for you.      |
| 6.- A restaurant/serve food.                        | 16.- Junk food/be good for you.             |
| 7.- People/wear clothes.                            | 17.- A cat/have whiskers                    |
| 8.- An animal/wear clothes.                         | 18.- A lion/be dangerous.                   |
| 9.-A child/need a driver's license.                 | 19.- An architect/design buildings.         |
| 10.- A child/need love and toys.                    | 20.- The weather/hot today.                 |
|   | 21.- Doctors/design buildings.              |
|   | 22.- A doctor/ take care about sick people. |
|   | 23.- English/be an easy language to learn.  |
|   | 24.- I / be a girl.                         |

## HOMEWORK

Do the oral exercise above in written form.

### NOTE: NEGATIVE

**To be:** is not: isn't    are not: aren't    am not  
**Simple present:** doesn't don't

## LESSON 7: SIMPLE PRESENT TENSE: INFORMATION QUESTIONS.

**EXERCISE 1:** Use the verbs into parentheses to fill in the blanks.  
Use present tense.

- 1) (know) Charles \_\_\_\_\_ Shakira.
- 2) (want, not) I \_\_\_\_\_ to go to the concert.

**EXERCISE 2:** Answer the following questions.

- a) Where *do* you live? I live in \_\_\_\_\_.
- b) Say WH question words and their meanings you already know in English. **E.g.** Who = people.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

INFORMATION QUESTIONS					
<u>Where</u>	do	you	live	?	does
<u>Where</u>	does	your best friend	live	?	(he, she, it)
<u>What time</u>	does	the movie	begin	?	OR
<u>What</u>	does	a rabbit	eat	?	do
<u>Where</u>	do	Jaime and Irvin	have	lunch?	
Wh question word	Aux. Verb	subject	Verb (Base form)	complement	You need an auxiliary verb to make an information question.

**EXERCISE 4:** Reorder the words. Write questions.

- a) do/my parents/where/work? \_\_\_\_\_
- b) your mother/does/what/eat/for lunch? \_\_\_\_\_  
\_\_\_\_\_

c) does/where/live/the president of Ecuador? \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 5:** Make questions according to the answers.

1) A: \_\_\_\_\_?

B: To class (John goes to class at 7 o'clock)

2) A: \_\_\_\_\_?

B: at 7:15 (I begin classes at 7:15)

3) A: \_\_\_\_\_?

B: pancakes (My brother has pancakes for breakfast)

**ORAL EXERCISE:** Make questions with ideas of your own. Use the information given and make sure your sentences make sense.

E.g. What/ Karla/ play      **What does Karla play on the weekends?**

a) Where / study / Karla and her best friend.

b) When / your favorite TV show / finish.

c) What time / News / begin

d) What / read /you.

e) Where / Carlos / live.

f) Where / you / do/

g) When / your sister / wake up.

h) What/ eat/ Carmen.

### **HOMEWORK:**

Do the oral exercise above in written form.

**NOTE:**

Wh question sentences never can be responded with Yes or No.

## LESSON 8: SIMPLE PRESENT TENSE: YES/NO QUESTIONS.

**EXERCISE 1:** Make questions with ideas of your own. Use the information given and make sense.

E.g. What/ Karla/ play      *What does Karla play on the weekends?*

a) Where / study / Karla and her best friend.

b) When / your favorite TV show / finish.

**EXERCISE 2:** Answer the following questions.

a) DO you speak Spanish?    Yes / No

b) Say auxiliary verbs in simple present tense you already know in English.  
E.g. is, do.....etc.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

YES/NO QUESTIONS					
Do	<i>you</i>	spea	French?	No, <i>I <u>don't</u>.</i>	<b>does</b> (he,she, it) <b>OR</b> <b>do</b>
Does	<i>your best friend</i>	live	in Ambato?	Yes, <i>He <u>does</u>.</i>	
Does	<i>the movie</i>	begin	at 7:15?	No, <i>It <u>doesn't</u>.</i>	
Does	<i>a rabbit</i>	eat	carrots?	Yes, <i>It <u>does</u>.</i>	
Do	<i>Jaime and Irvin</i>	have	eggs for lunch?	Yes, <i>They <u>do</u>.</i>	
<b>Aux. Verb</b>	<b>subject</b>	<b>Verb (Base form)</b>	<b>complement</b>	<b>Short answer</b>	You need an auxiliary verb to make a Yes/NO question.

**EXERCISE 4:** Reorder the words to write correct questions.

a) do/Chinese/my parents/speak? \_\_\_\_\_

b) your mother/does/rice/eat/for lunch? \_\_\_\_\_  
\_\_\_\_\_

c) does/in Quito/live/the president of Ecuador? \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 5:** Make questions according to the answers.

1) A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_ (John goes to class at 7 o'clock).

2) A: \_\_\_\_\_?

B: No, \_\_\_\_\_ (I begin classes at 7:15).

3) A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_ (My brother has pancakes for breakfast).

**ORAL EXERCISE:** Make questions with ideas of your own. Use the information given and make sure the sentences make sense. If the sentence has a (✓) respond positively, and an (X) respond negatively.

E.g. Karla/ play. (✓) **Does Karla play basketball on weekends?** Yes, She does.

a) study / Karla and her best friend. (X)

b) your favorite TV show / finish. (✓)

c) News / begin. (X)

d) read /you. (✓)

e) Carlos / live. (✓)

f) you / do. (X)

g) your sister / wake up. (✓)

h) eat / Carmen. (X)

## HOMEWORK

Do the oral exercise above in written form.

### NOTE:

You also have to use an auxiliary verb to make a Yes/No question and answer it in short form.



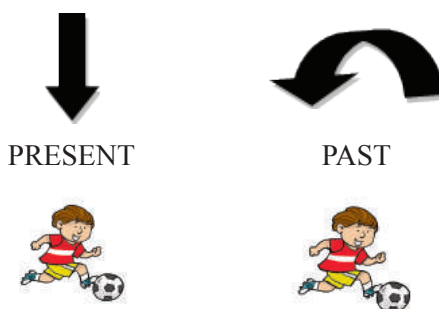
## LESSON 9: SIMPLE PAST TENSE

**EXERCISE 1:** Use the given words to make truthful sentences.

- a. Grass/be green   b. A restaurant/sell shoes.   c. A restaurant/serve food.

**EXERCISE 2:** Say the verbs in past tense that you have already learned.

**EXERCISE 3:** Look at the grammar chart and analyze it with your teacher. Listen and Point.



- a) Carlitos plays soccer **every day**      b) Carlitos played soccer **yesterday**.

PRESENT TIME	PAST TIME
a) I drink a cup of coffee every day.	a) I drank a cup of coffee yesterday.
b) Alice helps her mother every Monday.	b) Alice helped her mother last Monday.

I	walk <u>ed</u>	in my garden <b>yesterday morning</b> .	“_ed”
You	cook <u>ed</u>	some delicious food <b>last Sunday</b> .	
We	finish <u>ed</u>	the exercise a few minutes <b>ago</b> .	
They	help <u>ed</u>	their mom <b>last Friday</b> .	
You	had	lunch one hour <b>ago</b> .	“irregular”
We	came	to class <b>yesterday</b> .	
He	did	his homework <b>last Saturday</b>	
<b>Subject</b>	<b>Verb (past)</b>	<b>complement</b>	<b>“watch out”</b>

**EXERCISE 4:** Answer the following question.

What did you do yesterday?

1.- I watched TV yesterday.

2.- I \_\_\_\_\_.

5.- I \_\_\_\_\_.

3.- I \_\_\_\_\_.

6.- I \_\_\_\_\_.

4.- I \_\_\_\_\_.

7.- I \_\_\_\_\_.

**EXERCISE 5:** Write 6 sentences about what you did last summer.

1.- I \_\_\_\_\_.

4.- I \_\_\_\_\_.

2.- I \_\_\_\_\_.

5.- I \_\_\_\_\_.

3.- I \_\_\_\_\_.

6.- I \_\_\_\_\_.


### HOMEWORK

Draw a picture that represents each verb in the VOCABULARY.

### VOCABULARY

Look at the examples. Complete the following chart. Write (R) regular, (I) irregular.

VERB	PAST	VERB	PAST
Help (R)	helped	cook	
Sleep (I)	Slept	drive	
Play ( )		have	
Drink( )		go	
Live( )		need	
wake up( )		like	
Watch( )		read	

NEGATIVE (-)			
I	<b>didn't</b>	play	<u><i>basketball.</i></u>
Carlos	<b>didn't</b>	eat	<u><i>hot dogs.</i></u>
Jaime and I	<b>didn't</b>	watch	<u><i>"El Chavo"</i></u>
We	<b>didn't</b>	do	<u><i>my homework.</i></u>
<b>Subject</b>	<b>Aux. Verb</b> You use the auxiliary verb "did" with any subject.	<b>Principal verb</b>	<b>Complement</b>

**ORAL EXERCISE:** Name 4 things you didn't do yesterday.

### HOMEWORK

Use the verbs into parentheses to fill in the blanks. Use past tense.

- 1) (go) Charles \_\_\_\_\_ to Paris.
- 2) (want, not) I \_\_\_\_\_ to go to the concert.
- 3) (brush, not) Jaime \_\_\_\_\_ his teeth at night.
- 4) (live, not) We \_\_\_\_\_ in Australia.
- 5) (go) John \_\_\_\_\_ to the disco last Friday.
- 6) (eat) Erik \_\_\_\_\_ beans.

#### NOTE:

**DO-DOES:** Auxiliary verbs Simple Present tense.

**DID:** Auxiliary verb Simple Past tense.

## LESSON 10: SIMPLE PAST TENSE: INFORMATION QUESTIONS

**EXERCISE 1:** Use the verbs in the parentheses to fill in the blanks.


- 1) (go)                                      Laura \_\_\_\_\_ to Spain last summer.  
2) (want, not)                              I \_\_\_\_\_ to eat any soup yesterday.

**EXERCISE 2:** Answer the following questions.

- a) Say WH question words and their meanings you already know in English.  
**E.g.** Who = people.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

INFORMATION QUESTIONS					
<u>Where</u>	did	you	have	lunch yesterday?	<i>did</i>
<u>What</u>	did	your best friend	do	last summer?	
<u>What time</u>	did	the movie	begin	?	
<u>What</u>	did	Carlos	eat	for breakfast?	
Where	did	your father	study	High School?	
<b>Wh question word</b>	<b>Aux. Verb</b>	<b>subject</b>	<b>Verb (Base form)</b>	<b>complement</b>	You need an auxiliary verb to make an information question.



**EXERCISE 4:** Reorder the word to write correct questions.

- a) did/your grandmother/where/work? \_\_\_\_\_  
\_\_\_\_\_
- b) your mother/did/what/eat/for lunch? \_\_\_\_\_  
\_\_\_\_\_
- c) did/when/arrive/Jaime/in Quito? \_\_\_\_\_

**EXERCISE 5:** Make questions according to the answers.

1) A: \_\_\_\_\_?

B: To the zoo (John went to the zoo yesterday)

2) A: \_\_\_\_\_?

B: last night (I finished my homework last night)

3) A: \_\_\_\_\_?

B: pancakes (My brother had pancakes for breakfast)

**ORAL EXERCISE:** Make questions with ideas of your own. Use the information given and make sense.

E.g. What/Karla/play      What did Karla play last weekend?

a) Where / study / Karla and her best friend.

b) When / your favorite TV show / finish.

c) What time / News / begin

d) What / read /you.

e) Where / Carlos / live.

f) Where / you / do/

g) When / your sister / wake up.

h) What/ eat/ Carmen.

## **HOMEWORK**

Do the oral exercise above in written form.

**NOTE:**

Review present and past time expressions.

## LESSON 11: PAST TENSE: YES/NO QUESTIONS.

**EXERCISE 1:** Make questions with ideas of your own. Use the information given and make sense.

E.g. Where/ Karla/ play      Where did Karla play on the weekends?

- Where / study / Karla and her best friend.
- When / your favorite TV show / finish.

**EXERCISE 2:** Answer the following questions.

- DID you study English yesterday?      Yes/No
- Say auxiliary verbs in simple present tense you already know in English.  
E.g. was, ..... etc.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

YES/NO QUESTIONS					
Did	<i>you</i>	buy	fried chicken?	No, <i>I didn't.</i>	<b>did</b>
Did	<i>your best friend</i>	live	in Ambato?	Yes, <i>He did.</i>	
Did	<i>the movie</i>	begin	at 7:15?	No, <i>It didn't.</i>	
Did	<i>they</i>	eat	potatoes?	Yes, <i>They did.</i>	
Did	<i>Jaime and Irvin</i>	have	eggs for lunch?	Yes, <i>They did.</i>	
<b>Aux. Verb</b>	<b>subject</b>	<b>Verb (Base form)</b>	<b>complement</b>	<b>Short answer</b>	You need an auxiliary verb to make a Yes/NO question.

**EXERCISE 4:** Reorder the words to write correct questions.

- Chinese/did/my parents/speak? \_\_\_\_\_
- your mother/did/rice/eat/for lunch? \_\_\_\_\_  
\_\_\_\_\_

c) did/on a picnic/go/my best friend? \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 5:** Make questions according to the answers.

1) A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_ (John went to class at 7 o'clock).

2) A: \_\_\_\_\_?

B: No, \_\_\_\_\_ (I began classes at 7:15).

3) A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_ (My brother got up early for class)

**ORAL EXERCISE:** Make questions with ideas of your own. Use the information given and make sure the sentences make sense. If the sentence has a (✓) respond positively, and an (X) respond negatively.

**E.g.** Karla/ play. (✓) Did Karla play basketball last weekend? **Yes**, She did.

a) study / Karla and her best friend. (X)

b) your favorite TV show / finish. (✓)

c) News / begin. (X)

d) read /you. (✓)

e) Carlos / live. (✓)

f) you / do. (X)

g) your sister / wake up. (✓)

h) eat / Carmen. (X)

### HOMEWORK

Do the oral exercise above in written form.

**NOTE:**

You also have to use an auxiliary verb to make a Yes/No question and answer it in short form.

### REVIEW CHAPTER THREE

1. Use the verbs in the parentheses to fill in the blanks. Use present tense.

a) (know) Charles \_\_\_\_\_ Shakira.

b) (want, not) I \_\_\_\_\_ to go to the concert.

2. Reorder the words to write correct questions.

a) do/Chinese/my parents/speak? \_\_\_\_\_

b) your mother / does / rice / eat / for lunch? \_\_\_\_\_  
\_\_\_\_\_

3. Look at the examples. Complete the following chart. Write (R) regular, (I) irregular.

VERB	PAST	VERB	PAST
Help (R)	helped	cook	
Sleep (I)	Slept	drive	
Play ( )		have	
Drink( )		go	
Live( )		need	
wake up( )		like	
Watch( )		read	

4. Make questions according to the answers.

a) A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_ (John went to class at 7 o'clock).

b) A: \_\_\_\_\_?

B: No, \_\_\_\_\_ (I began classes at 7:15).

5. Make questions with ideas of your own. Use the information given and make sense.

**E.g.** Karla/ play. (✓) Did Karla play basketball last weekend? **Yes**, She did.

a) study/Karla and her best friend. (X)

b) your favorite TV show/finish. (✓)



## LISTENING ACTIVITY 3

**Topic:** I'm exhausted.

**Objective:** to practice how to use the simple past tense.

**Skills to be developed:** Listening and speaking

**Time:** 20 minutes.

**Place:** in the classroom

### PRE-LISTENING

1) Match the pictures to words.



( ) exhausted



( ) interview



( ) birthday



( ) hospital



( ) Friday

## WHILE LISTENING

3) Listen to the dialogue and repeat aloud after each pause.

Eve = female students

Mark = male students

4) Use the script given by your teacher, then listen and read along.



*Eve* Thank goodness it's Friday. I'm exhausted!  
had exams all week.

*Mark* You did? You poor thing!

*Eve* Then today I took my driver's test.

*Mark* Finally! How did you do?

*Eve* I passed.

*Mark* You did? Congratulations!

*Eve* Thanks. It's a nice birthday present.

*Mark* It's your birthday? Happy birthday! Do  
you have any plans?

*Eve* Well, I have an interview tonight at the  
hospital — I want to volunteer there.

*Mark* Good for you. Well, good luck with the  
interview.

Source: Touchstone Book 1, page 102

5) In pairs, use a cell phone and record the dialogue imitating the original pronunciation and intonation.

## POST-LISTENING

6) In pairs. - Use your cellphone and record a similar dialogue using different and real information.

7) Present the recording to your teacher and act out your conversation for the class.



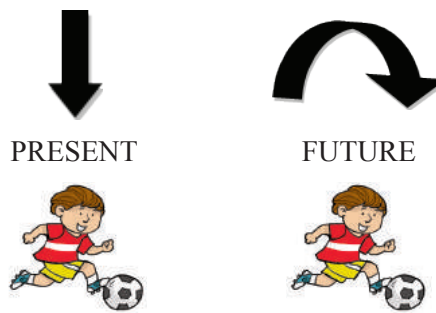
CHAPTER FOUR  
FUTURE TENSE



LESSON 1: FUTURE TENSE: AUXILIARY VERB “WILL”.

**EXERCISE 1:** Give ideas about the future.

**EXERCISE 2:** Look at the grammar chart and analyze it with your teacher. Listen and Point.



People	will	live	in space in the future.	“will” (affirmative)
I	will	study	a PHD’s degree.	
We	will	live	on other planets.	
People	will	go	to the moon in fast rockets.	“won’t” or “will not” (negative)
Ecuador	won’t	have	any pollution.	
People	won’t	live	near the sun.	
We	will not	see	movies in 5D.	
<b>Subject</b>	<b>Aux. verb</b>	<b>Verb (base form)</b>	<b>complement</b>	<b>Use “will” to make predictions.</b>

- a) Carlitos plays soccer **every day**      b) Carlitos **will** play soccer **tomorrow**.

PRESENT TENSE	FUTURE TENSE
a) I drink a cup of coffee every day.	a) I <b>will</b> drink a cup of coffee <b>tomorrow</b> .
b) Alice helps her mother every Monday.	b) Alice <b>will</b> help her mother <b>tomorrow</b> .

**EXERCISE 3:** Answer the following questions.

- a) What will you do in the future?      b) What won't you do in the future?

1. I will study Medicine.

2.- I \_\_\_\_\_ .      5.- I \_\_\_\_\_ .

3.- I \_\_\_\_\_ .      6.- I \_\_\_\_\_ .

4.- I \_\_\_\_\_ .      7.- I \_\_\_\_\_ .

**EXERCISE 5:** Write 6 sentences about the future.

1- People \_\_\_\_\_ .      4- My boyfriend/girlfriend \_\_\_\_\_ .

2.- I \_\_\_\_\_ .      5.- I \_\_\_\_\_ .

3.- My best friend \_\_\_\_\_ .      6.- My mother/father \_\_\_\_\_ .

**ORAL EXERCISE:** Complete the sentences with "will or won't".  
Use the information given and make sense.

- a) Our planet /be / very dirty.
- b) People /wear/ bath suits in space.
- c) I / study/ Geography in the future.
- d) I /live/ in another country.
- e) I /move/ to another city.
- f) I /be / a famous actor.
- g) My girlfriend (boyfriend) /be/ a millionaire.
- h) When I am 35, I /have/ a baby.

## HOMEWORK

Do the oral exercise above in written form.

**NOTE:**

“will” is followed by the base form of the verb.

**CONTRACTIONS:**

He will = He'll

John will (written) = John'll (spoken)

## LESSON 2: FUTURE TENSE: INFORMATION QUESTIONS WITH “WILL”

**EXERCISE 1:** Use the verbs in the parentheses to fill in the blanks.  
Use “will or won’t”

- 1) (learn, not )            Laura \_\_\_\_\_ how to speak Korean.  
2) (win)                    Ecuador \_\_\_\_\_ the Soccer World Cup.

**EXERCISE 2:** Answer the following questions.

- a) Say WH question words and their meanings you already know in English.  
E.g. Who = people.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

INFORMATION QUESTIONS					
<u>Where</u>	will	you	live	in the future?	<i>will</i>
<u>What</u>	will	your best friend	do	next summer?	
<u>What time</u>	will	the movie	begin	?	
<u>What</u>	will	Carlos	eat	for breakfast?	
Where	will	your son	study	High School?	
<b>Wh question word</b>	<b>Aux. Verb</b>	<b>subject</b>	<b>Verb (Base form)</b>	<b>complement</b>	You need an auxiliary verb to make an information question.

**EXERCISE 4:** Reorder the words to write correct Yes/NO questions.

- a) will/your grandson/where/work? \_\_\_\_\_  
b) your mother/will/what/eat/for lunch? \_\_\_\_\_  
c) will/when/arrive/Jaime/in Quito? \_\_\_\_\_

**EXERCISE 5: Make questions according to the answers.**

- 1) A: \_\_\_\_\_?  
B: at the zoo (Aliens will be at the zoo in the future)
- 2) A: \_\_\_\_\_?  
B: a good grade (I will get a good grade in my final English test)
- 3) A: \_\_\_\_\_?  
B: tomorrow (My brother will have pancakes for breakfast tomorrow)

**ORAL EXERCISE:** Make questions with ideas of your own. Use the information given and make sense. Use the auxiliary verb “will”.

E.g. What/ Karla/ play      What will Karla play in the future?

- a) Where / study / Karla and her best friend.
- b) When / your favorite TV show / finish.
- c) What time / News / begin
- d) What / read /you.
- e) Where / Carlos / live.
- f) Where / you / do/
- g) When / your sister / wake up.
- h) What/ eat/ Carmen.

**HOMEWORK**

Do the oral exercise above in written form.

**NOTE:**  
Review about present and future time expressions.



### LESSON 3: FUTURE TENSE: YES/NO QUESTIONS WITH “WILL”.

**EXERCISE 1:** Make questions with ideas of your own. Use the information given and make sense.

**E.g.** Where/ Karla/ play      Where will Karla play in the future?

- a) Where / study / Karla and her best friend.
- b) When / your favorite TV show / finish.

**EXERCISE 2:** Answer the following questions.

- a) **Will** you study English in the future?      Yes / No
- b) Say the auxiliary verb in future tense (predictions) that you have already learnt in English.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

YES/NO QUESTIONS					
Will	<i>you</i>	buy	fried chicken?	No, <i>I won't.</i>	<b>Will</b>
Will	<i>your best friend</i>	live	in Ambato?	Yes, <i>He will.</i>	
Will	<i>the movie</i>	begin	at 7:15?	No, <i>It won't.</i>	
Will	<i>they</i>	eat	potatoes?	Yes, <i>They will.</i>	
Will	<i>Jaime and Irvin</i>	have	eggs for lunch?	Yes, <i>They will.</i>	
<b>Aux. Verb</b>	<b>subject</b>	<b>Verb (Base form)</b>	<b>complement</b>	<b>Short answer</b>	You need an auxiliary verb to make a Yes/NO question.

**EXERCISE 4:** Reorder the words to write correct Yes/No questions.

- a) Chinese/will/my parents/speak? \_\_\_\_\_
- b) your mother/will/rice/eat/for lunch? \_\_\_\_\_

c) will/on a picnic/go/my best friend? \_\_\_\_\_

**EXERCISE 5:** Make questions according to the answers.

1) A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_ (Aliens will be at the zoo in the future)

2) A: \_\_\_\_\_?

B: No, \_\_\_\_\_ (I will get a good grade in my final English test)

3) A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_ (My brother will have pancakes for breakfast tomorrow)

**ORAL EXERCISE:** Make questions with ideas of your own. Use the information given and make sure the sentences make sense. If the sentence has a (✓) respond positively, and an (X) respond negatively.

**E.g.** Karla/play. (✓) Will Karla play basketball next weekend? **Yes**, She will.

a) study/Karla and her best friend. (X)

b) your favorite TV show/finish. (✓)

c) News/begin. (X)

d) read/you. (✓)

e) Carlos/live. (✓)

f) you/do. (X)

g) your sister/wake up. (✓)

h) eat/Carmen. (X)

## HOMEWORK

Do the oral exercise above in written form.

### NOTE

You also have to use an auxiliary verb to make a Yes/No question and answer it in short form.



## LESSON 4: FUTURE TENSE: "BE GOING TO"

**EXERCISE 1:** Tell your teacher ideas about your plans for this weekend.

**EXERCISE 2:** Look at the grammar chart and analyze it with your teacher. Listen and Point.

FUTURE TENSE "WILL"			FUTURE TENSE WITH "BE GOING TO".	
a) People will live in space in the future. b) Ecuador won't have any pollution.			a) I am going to play soccer next Sunday. b) Alice isn't going to go to Paris tomorrow.	
My best friend	is going to	have	Chemistry tomorrow.	"am/are/is going to" (affirmative)
We	are going to	see	a movie on the weekend.	
I	am going to	study	Chemistry tonight.	"am not going to" "aren't going to" "isn't going to" (negative)
Carmen	is going to	have	a shower this morning.	
Michael	isn't going to	visit	his mother tomorrow.	
John and I	aren't going to	wake up	tomorrow morning.	
I	am not going to	prepare	lunch this afternoon.	
<b>Subject</b>	<b>Aux. verb</b>	<b>Verb (base form)</b>	<b>complement</b>	<b>Use "be going to" to make plans.</b>

**EXERCISE 3:** Answer the following question.

a) What are you going to do tomorrow?

1.- I am going to study Biology at 7am.

2.- I \_\_\_\_\_ . 5.- I \_\_\_\_\_ .

3.- I \_\_\_\_\_ . 6.- I \_\_\_\_\_ .

4.- I \_\_\_\_\_ . 7.- I \_\_\_\_\_ .

**EXERCISE 5:** Complete the sentences. Use "be going to" + your own words.

1. It's midnight. Carlos is sleepy. He **is going to** go to bed.

2. I need to buy a book. \_\_\_\_\_ .

3. I have a toothache. \_\_\_\_\_.
4. I don't know the translation of this word. \_\_\_\_\_.
5. My best friend is sick. \_\_\_\_\_.
6. My mother wants to eat some Italian food. \_\_\_\_\_.

**ORAL EXERCISE:** Look at Erik's diary. Make sentences using "be going to" and the information given. If the activity has a (✓) make a positive sentence, and an (X) make a negative one.

	<b>Sunday 12</b>	<b>Monday 13</b>	<b>Tuesday 14</b>
<b>FEBRUARY</b>	Visit his grandmother. (✓) Visit his uncle Omar. (X)	Study in the library (✓) Study at home. (X)	Go out with Katie. (✓) Go out with Emily. (X)
<b>Wednesday 15</b>	<b>Thursday 16</b>	<b>Friday 17</b>	<b>Saturday 18</b>
Play soccer (✓) Play basketball. (X)	See a scary movie. (✓) See a comedy movie. (X)	Go to Emily's party. (✓) Go to Sophie's party. (X)	Cycle to Baños. (✓) Cycle to Guano. (X)

**E.g.** Erik **is going to** visit his grandmother on Sunday. (✓)

Erik **isn't going to** visit his uncle Omar. (X)

### **HOMEWORK**

Do the oral exercise above in written form.

**NOTE:**

I am going to play soccer next Monday. (formal)

I'm gonna play soccer next Monday. (Informal)

## LESSON 5: FUTURE TENSE: INFORMATION QUESTIONS WITH “BE GOING TO”

**EXERCISE 1:** Answer the following question.

a) What are you going to do tomorrow?

1. I am going to study Biology at 7am.

2. I \_\_\_\_\_ . 3. I \_\_\_\_\_ .

**EXERCISE 2:** Answer the following questions.

a) Say WH question words and their meanings that you’ve already learnt in English. **E.g.** Who = people.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

INFORMATION QUESTIONS					
<b>Where</b>	<i>are</i>	you	<i>going to</i> sleep	this weekend?	<i>am/are/is (be)</i>
<b>When</b>	<i>is</i>	your best friend	<i>going to</i> eat	dinner?	
<b>What time</b>	<i>is</i>	Carlos	<i>going to</i> have	lunch?	
<b>What</b>	<i>is</i>	your son	<i>going to</i> study	tomorrow?	
<b>Where</b>	<i>are</i>	Jaime and David	<i>going to</i> go	after class today?	
<b>Wh question word</b>	<b>Aux. Verb</b>	<b>subject</b>	<b>going to + verb</b>	<b>Complement</b>	You need an auxiliary verb to make an information question.

**EXERCISE 4:** Reorder the words to write correct information questions.

a) be going to/you/when/get married? \_\_\_\_\_

b) your mother/be going to/what/eat/for lunch? \_\_\_\_\_

c) be going to/where/be/Jaime/tomorrow? \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 5:** Make questions according to the answers.

1) A: \_\_\_\_\_?

**B: before seven o'clock.** (Angel is going to get up before seven o'clock)

2) A: \_\_\_\_\_?

**B: a haircut** (I am going to get a haircut)

3) A: \_\_\_\_\_?

**B: My brother.** (My brother is going to study grammar)

**ORAL EXERCISE:** Answer the following questions.

- a) What are you going to do at 7:00 tomorrow morning?
- b) What are you going to do at 7:30 tomorrow morning?
- c) What are you going to do around 10:00 tomorrow morning?
- d) What are you going to do at noon tomorrow?
- e) What are you going to do after lunch?
- f) What are you going to do after 4:00 tomorrow afternoon?
- g) What are you going to do around 8:00 tomorrow night?
- h) What are you going to do at 11:00 tomorrow night?

### HOMEWORK

Do the oral exercise above in written form.

#### NOTE

What are you going to do tomorrow? (formal)

What are you gonna do tomorrow? (informal)

## LESSON 6: FUTURE TENSE: YES/NO QUESTIONS WITH “BE GOING TO”.

**EXERCISE 1:** Answer the following questions.

- a) What are you going to do at 7:00 tomorrow morning?
- b) What are you going to do after lunch?

**EXERCISE 2:** Answer the following questions.

- a) **Are** you going to study English tomorrow? Yes/No
- b) Say the auxiliary verbs in future tense (plans) you’ve already learned in English.

**EXERCISE 3:** Look at the grammar chart. Analyze it with your teacher. Listen and Point.

YES/NO QUESTIONS				
<i>Are</i>	you	<i>going to</i> sleep	this weekend?	No, <i>I am not.</i>
<i>Is</i>	your best friend	<i>going to</i> eat	dinner?	Yes, <i>He is.</i>
<i>Is</i>	Carlos	<i>going to</i> have	lunch?	No, <i>He isn't.</i>
<i>Is</i>	your son	<i>going to</i> study	tomorrow?	Yes, <i>He is.</i>
<i>Are</i>	Jaime and David	<i>going to</i> go	after class today?	No, <i>They aren't.</i>
<b>Aux. Verb</b>	<b>Subject</b>	<b>going to + verb</b>	<b>Complement</b>	<b>Short answer</b>

**EXERCISE 4:** Reorder the words to write correct Yes/No questions.

- a) Chinese/be going to/your parents/speak? \_\_\_\_\_  
\_\_\_\_\_
- b) your mother/be going to/rice/eat/for lunch? \_\_\_\_\_  
\_\_\_\_\_
- c) be going to/on a picnic/g /your best friend? \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 5:** Make questions according to the answers.

- 1) A: \_\_\_\_\_?  
B: Yes, \_\_\_\_\_. (Angel is going to get up before seven o'clock)
- 2) A: \_\_\_\_\_?  
B: No, \_\_\_\_\_ (I am going to get a haircut)
- 3) A: \_\_\_\_\_?  
B: Yes, \_\_\_\_\_. (My brother is going to study grammar)

**ORAL EXERCISE:** Make questions with ideas of your own. Use the information given and make sure the sentences make sense. If the sentence has a (✓) respond positively, and an (X) respond negatively.

**E.g.** Karla/ play. (✓) Is Karla going to play basketball next weekend?  
**Yes,** She is.

- a) study / Karla and her best friend. (X)
- b) your favorite TV show / finish. (✓)
- c) News / begin. (X)
- d) read /you. (✓)
- e) Carlos / live. (✓)
- f) you / do. (X)
- g) your sister / wake up. (✓)
- h) eat / Carmen. (X)

**HOMEWORK**

Do the oral exercise above in written form.

**NOTE**

You also have to use an auxiliary verb to make a Yes/No question and answer it in short form.



## REVIEW CHAPTER FOUR

**EXERCISE 1:** Reorder the words to write correct Yes/NO questions.

- a) will/your grandson/in Quito/work? \_\_\_\_\_  
\_\_\_\_\_
- b) your mother/will/chicken/eat/for lunch? \_\_\_\_\_  
\_\_\_\_\_
- c) will/at 6 o'clock/arrive/Jaime/ in Quito? \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 2:** Make questions according to the answers.

- 1) A: \_\_\_\_\_?  
B: at the zoo (Aliens will be at the zoo in the future)
- 2) A: \_\_\_\_\_?  
B: a good grade (I will get a good grade in my final English test)
- 3) A: \_\_\_\_\_?  
B: tomorrow (My brother will have pancakes for breakfast tomorrow)

**EXERCISE 3:** Reorder the words to write correct information questions.

- a) be going to/you/when/getmarried? \_\_\_\_\_  
\_\_\_\_\_
- b) your mother/begoing to/what/eat/for lunch? \_\_\_\_\_  
\_\_\_\_\_
- c) be going to/where/be/Jaime/tomorrow? \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 4:** Make questions according to the answers.

- 1) A: \_\_\_\_\_?  
B: before seven o'clock. (Angel is going to get up before seven o'clock)
- 2) A: \_\_\_\_\_?  
B: Yes, \_\_\_\_\_ (I am going to get a haircut)

3) A: \_\_\_\_\_?

B: No, \_\_\_\_\_. (My brother is going to study grammar)

## LISTENING ACTIVITY 4

**Topic:** It's a great place to live.

**Objective:** to practice how to express plans.

**Skills to be developed:** Listening and speaking

**Time:** 20 minutes.

**Place:** in the classroom

### PRE-LISTENING

1) Match the pictures to words.

a)



( ) necklace

b)



( ) remember

c)



( ) send

d)



( ) flowers

f)



( ) birthday

## WHILE LISTENING

3) Listen to the dialogue and repeat aloud after each pause.

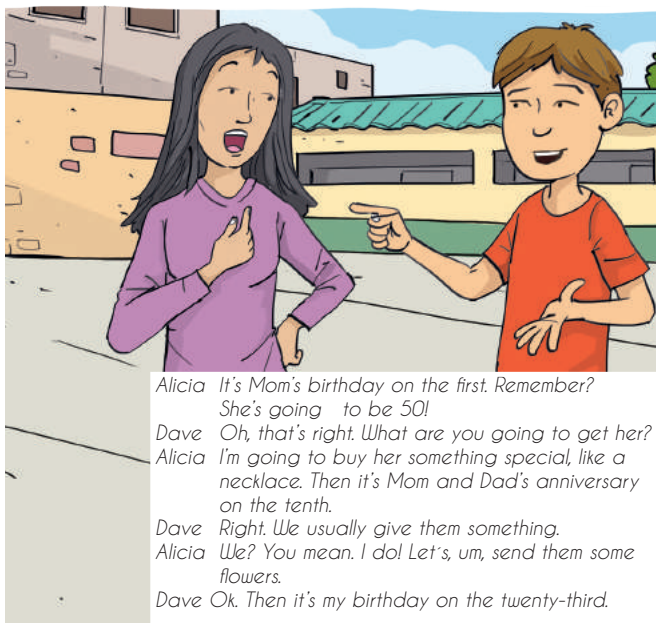
Alicia = female students

Dave = male students

4) Use the script given by your teacher, then listen and read along.

Source: Touchstone Book 2, page 34

5) In pairs, use a cell phone and record the dialogue imitating the original pronunciation and intonation.



February	June	October
March	July	November
April	August	December
Days of the month ▼		
1st first	17th seventeenth	
2nd second	18th eighteenth	
3rd third	19th nineteenth	
4th fourth	20th twentieth	
5th fifth	21st twenty-first	
6th sixth	22nd twenty-second	
7th seventh	23rd twenty-third	
8th eighth	24th twenty-fourth	
9th ninth	25th twenty-fifth	
10th tenth	26th twenty-sixth	
11th eleventh	27th twenty-seventh	
12th twelfth	28th twenty-eighth	
13th thirteenth	29th twenty-ninth	
14th fourteenth	30th thirtieth	
15th fifteenth	31st thirty-first	
16th sixteenth		

## POST-LISTENING

6) In pairs.- Use your cellphone and record a similar dialogue using different and real information.

7) Present the recording to your teacher and act out your conversation for the class.

## APENDIX 1

### REGULAR

Nº	INFINITIVE	PAST and PARTICIPLE	TRANSLATION	PRONUNCIATION
1	act	Acted	Actuar	id
2	add	Added	Sumar, añadir	id
3	aid	Aided	Ayudar	id
4	arrest	Arrested	Arrestar	id
5	assist	Assisted	Ayudar	id
6	attend	Attended	Asistir, ir	id
7	address	Addressed	Dirigirse	t
8	advertise	Advertised	Anunciar	t
9	amuse	Amused	Entretener	t
10	approach	Approached	Acercarse	t
11	ask	Asked	Preguntar, pedir	t
12	accompany	Accompanied	Acompañar	d
13	accustom	accustomed	Acostumbrar	d
14	agree	agreed	Concordar	d
15	annoy	annoyed	Molestar	d
16	answer	answered	Responder	d
17	appeal	appealed	Atraer	d
18	appear	appeared	Aparecer	d
19	arrange	arranged	Arreglar, ordenar	d
20	arrive	arrived	Arribar	d
21	accompany	accompanied	Acompañar	d
22	accustom	accustomed	Acostumbrar	d
23	agree	agreed	Concordar	d
24	annoy	annoyed	Molestar	d
25	answer	answered	Responder	d
26	appeal	appealed	Atraer	d
27	appear	appeared	Aparecer	d
28	arrange	arranged	Arreglar, ordenar	d

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29	board	boarded	Abordar	id
30	balance	balanced	Equilibrar	t
31	banish	banished	Desterrar	t
32	bark	barked	Ladrar	t
33	bless	blessed	Bendecir	t
34	brush	brushed	Cepillar	t
35	behave	behaved	Comportarse	d
36	belong	belonged	Pertenecer	d
37	beg	begged	suplicar, mendigar	d
38	believe	believed	Creer	d
39	boil	boiled	Hervir	d
40	breathe	breathed	Respirar	id
41	complete	completed	Completar	id
42	consist	consisted	Consistir	id
43	count	counted	Contar	id
44	close	closed	Cerrar	t
45	cook	cooked	Cocinar	t
46	crash	crashed	Chocar	t
47	cross	crossed	cruzar	t
48	call	called	Lllamar	d
49	care	cared	Cuidar	d
50	carry	carried	Llevar	d
51	change	changed	Cambiar	d
52	check	checked	Chequear	t
53	charge	charged	cargar, cobrar	d
54	clean	cleaned	Limpiar	d
55	climb	climbed	escalar, subir	d
56	comb	combed	Peinar	d
57	cover	covered	Cubrir	d
58	cry	cried	Llorar	d
59	crawl	crawled	gatear, arrastrarse	d
60	dance	danced	bailar	t

61	dress	dressed	vestir	t
62	dropp	dropped	dejar caer	t
63	dial	dialed	sintonizar, marcar	d
64	die	died	morir	d
65	declare	declared	declarar	d
66	delay	delayed	demorar	d
67	deliver	delivered	entregar	d
68	deny	denied	negar	d
69	dine	dined	cenar	d
70	dry	dried	secar	d
71	enclose	enclosed	incluir, encerrar	t
72	enjoy	enjoyed	disfrutar	d
73	engage	engaged	comprometer	d
74	envy	envied	envidiar	d
75	express	expressed	expresar	t
76	exclaim	exclaimed	exclamar	d
77	explain	explained	explicar	d
78	fail	failed	fracasar, fallar	d
79	fasten	fastened	abrochar	d
80	file	filed	archivar	d
81	fill	filled	llenar	d
82	fire	fired	echar del trabajo, disparar	d
83	follow	followed	seguir	d
84	frighten	frightened	espantar	d
85	fry	fried	freir	d
86	finish	finished	terminar	t
87	fish	fished	pesca	t
88	fix	fixed	fixado	t
89	gain	gained	ganar	d
90	guess	guessed	adivinar	t
91	help	helped	ayudar	t
92	hope	hoped	esperar, desear	t

93	happen	happened	suceder	d
94	hurry	hurried	apurar (se)	d
95	imagine	imagined	imaginar	d
96	iron	ironed	planchar	d
97	judge	judged	juzgar	d
98	kiss	kissed	besar	t
99	kill	killed	matar	d
100	laugh	laughed	reír	t
101	leak	leaked	gotear	t
102	like	liked	gustar	t
103	lock	locked	cerrar con llave	t
104	look	looked	mirar	t
105	mark	marked	marcar, señalar	t
106	milk	milked	ordeñar un animal	t
107	miss	missed	extrañar	t
108	manage	managed	manejar	d
109	marry	married	casar (se)	d
110	massage	massaged	masajear	d
111	measure	measured	medir	d
112	move	moved	mover	d
113	observe	observed	observar	d
114	offer	offered	ofrecer	d
115	open	opened	abrir	d
114	order	ordered	ordenar	d
116	perform	performed	ejecutar	d
117	phone	phoned	telefonar	d
118	plan	planned	planear	d
119	play	played	jugar, tocar	d
120	plough	ploughed	arar	d
121	pour	poured	derramar, verter	d
122	pray	prayed	orar	d
123	prefer	preferred	preferir	d

124	prepare	prepared	preparar	d
125	pull	pulled	tirar	d
126	park	parked	estacionar	t
127	pass	passed	pasar	t
128	pick	picked	recoger	t
129	please	pleased	complacer	d
130	polish	polished	pulir	t
131	practise	practised	practicar	t
132	promise	promised	prometer	t
133	pronounce	pronounced	pronunciar	t
134	punish	punished	castigar	t
135	push	pushed	empujar	t
136	repeat	repeated	repetir	id
137	report	reported	reportar, informar	id
138	request	requested	solicitar, pedir	id
139	rest	rested	descansar	id
140	reach	reached	alcanzar	t
141	refuse	refused	rehusar	t
142	raise	raised	levantar	t
143	rain	rained	llover	d
144	realice	realized	darse cuenta	d
145	register	registered	matricularse, registrar	d
146	receive	received	recibir	d
147	Remain	remained	quedar, sobrar	d
148	Remember	remembered	recordar	d
149	Repair	pepaired	reparar	d
150	Require	required	requerir	d
151	Reserve	reserved	reservar, guardar	d
152	Row	rowed	remar	d
153	Resolve	resolved	resolver	d
154	Return	returned	retornar, volver	d



155	Search	searched	buscar, registrar	t
156	Save	saved	salvar	d
157	0serve	served	servir	d
158	settle	settled	arreglar, establecer	d
159	sign	signed	firmar	d
160	smile	smiled	sonreír	d
161	snow	snowed	nevar	d
162	spill	spilled	derramar	d
163	stay	stayed	permanecer, quedarse	d
164	study	studied	estudiar	d
165	suffer	suffered	sufrir	d
166	swallow	swallowed	tragar	d
167	slip	slipped	resbalar	t
168	smoke	smoked	fumar	t
169	stop	stopped	detener, parar	t
170	switch	switched	conectar, accionar	t
171	stretch	stretched	estirar	t
172	talk	talked	conversar	t
173	thank	thanked	agradecer	t
174	touch	touched	tocar, palpar	t
175	trap	trapped	atrapar	t
176	tire	tired	cansar, fatigar	d
177	train	trained	entrenar	d
178	travel	traveled	viajar	d
179	trouble	troubled	molestar	d
180	try	tried	tratar, intantar	d
181	turn	turned	girar, voltear	d
182	unpack	unpacked	desempacar	t
183	use	used	usar	t
184	visit	visited	visitar	id
185	wait	waited	esperar	id

186	want	wanted	querer, requerir	id
187	walk	walked	caminar	t
188	wash	washed	lavar	t
189	watch	watched	observar, mirar	t
190	wish	wished	desear, anhelar	t
191	work	worked	trabajar	t
192	wrap up	wrapped up	envolver	t
193	wreck	wrecked	naufragar	t
194	warm	warmed	calentar	d
195	warn	warned	advertir	d
196	water	watered	regar	d
197	weigh	weighed	pesar	d
198	whistle	whistled	silbar	d

### IRREGULAR VERBS

Nº	INFINITIVE	PAST	PAST PARTICIPLE	TRANSLATION
1	Arise	Arose	Arisen	Surgir, Levantarse
2	Awake	Awoke	Awoken	Despertarse
3	Be/ am, are, is	Was / Were	Been	Ser / Estar
4	Bear	Bore	Borne / Born	Soportar, dar a luz
5	Beat	Beat	Beaten	Golpear
6	Become	Became	Become	Llegar a Ser
7	Begin	Began	Begun	Empezar
8	Bend	Bent	Bent	Doblar
9	Bet	Bet	Bet	Apostar
10	Bind	Bound	Bound	Atar, encuadernar
11	Bid	Bid	Bid	Pujar
12	Bite	Bit	Bitten	Morder
13	Bleed	Bled	Bled	Sangrar
14	Blow	Blew	Blown	Soplar
15	Break	Broke	Broken	Romper
16	Breed	Bred	Bred	Criar
17	Bring	Brought	Brought	Traer Llevar
18	Broadcast	Broadcast	Broadcast	Radiar
19	Build	Built	Built	Edificar
20	Burn	Burnt /Burned	Burnt / Burned	Quemar
21	Burst	Burst	Burst	Reventar
22	Buy	Bought	Bought	Comprar
23	Cast	Cast	Cast	Arrojar
24	Catch	Caught	Caught	Coger
25	Come	Came	Come	Venir
26	Cost	Cost	Cost	Costar
27	Cut	Cut	Cut	Cortar
28	Choose	Chose	Chosen	Elegir
29	Cling	Clung	Clung	Agarrarse

30	Creep	Crept	Crept	Arrastrarse
31	Deal	Dealt	Dealt	Tratar
32	Dig	Dug	Dug	Cavar
33	Do (Does)	Did	Done	Hacer
34	Draw	Drew	Drawn	Dibujar
35	Dream	Dreamt / Dreamed	Dreamt / Dreamed	Soñar
36	Drink	Drank	Drunk	Beber
37	Drive	Drove	Driven	Conducir
38	Eat	Ate	Eaten	Comer
39	Fall	Fell	Fallen	Caer
40	Feed	Fed	Fed	Alimentar
41	Feel	Felt	Felt	Sentir
42	Fight	Fought	Fought	Luchar
43	Find	Found	Found	Encontrar
44	Flee	Fled	Fled	Huir
45	Fly	Flew	Flown	Volar
46	Forbid	Forbade	Forbidden	Prohibir
47	Forget	Forgot	Forgotten	Olvidar
48	Forgive	Forgave	Forgiven	Perdonar
49	Freeze	Froze	Frozen	Helar
50	Get	Got	Got / Gotten	Obtener
51	Give	Gave	Given	Dar
52	Go (Goes)	Went	Gone	Ir
53	Grow	Grew	Grown	Crecer
54	Grind	Ground	Ground	Moler
55	Hang	Hung	Hung	Colgar
56	Have	Had	Had	Haber o Tener
57	Hear	Heard	Heard	Oír
58	Hide	Hid	Hidden	Ocultar
59	Hit	Hit	Hit	Golpear
60	Hold	Held	Held	Agarrar Celebrar

61	Hurt	Hurt	Hurt	Herir
62	Keep	Kept	Kept	Conservar
63	Know	Knew	Known	Saber Conocer
64	Kneel	Knelt	Knelt	Arrodillarse
65	Knit	Knit	Knit	Hacer punto
66	Lay	Laid	Laid	Poner
67	Lead	Led	Led	Conducir
68	Lean	Leant	Leant	Apoyarse
69	Leap	Leapt	Leapt	Brincar
70	Learn	Learnt / Learned	Learnt / Learned	Aprender
71	Leave	Left	Left	Dejar
72	Lend	Lent	Lent	Prestar
73	Let	Let	Let	Permitir
74	Lie	Lay	Lain	Echarse
75	Light	Lit	Lit	Encender
76	Lose	Lost	Lost	Perder
77	Make	Made	Made	Hacer
78	Mean	Meant	Meant	Significar
79	Meet	Met	Met	Encontrar
80	Mistake	Mistook	Mistaken	Equivocar
81	Overcome	Overcame	Overcome	Vencer
82	Pay	Paid	Paid	Pagar
83	Put	Put	Put	Poner
84	Read	Read	Read	Leer
85	Ride	Rode	Ridden	Montar
86	Ring	Rang	Rung	Llamar
87	Rise	Rose	Risen	Levantarse
88	Run	Ran	Run	Correr
89	Say	Said	Said	Decir
90	See	Saw	Seen	Ver
91	Seek	Sought	Sought	Buscar

92	Sell	Sold	Sold	Vender
93	Send	Sent	Sent	Enviar
94	Set	Set	Set	Poner(se)
95	Sew	Sewed	Sewed / Sewn	Coser
96	Shake	Shook	Shaken	Sacudir
97	Shear	Shore	Shorn	Esquilar
98	Shine	Shone	Shone	Brillar
99	Shoot	Shot	Shot	Disparar
100	Show	Showed	Shown	Mostrar
101	Shrink	Shrank	Shrunk	Encogerse
102	Shut	Shut	Shut	Cerrar
103	Sing	Sang	Sung	Cantar
104	Sink	Sank	Sunk	Hundir
105	Sit	Sat	Sat	Sentarse
106	Sleep	Slept	Slept	Dormir
107	Slide	Slid	Slid	Resbalar
108	Smell	Smelt	Smelt	Oler
109	Sow	Sowed	Sowed / Sown	Sembrar
110	Speak	Spoke	Spoken	Hablar
111	Speed	Sped	Sped	Acelerar
112	Spell	Spelt	Spelt	Deletrear
113	Spend	Spent	Spent	Gastar
114	Spill	Spilt / Spilled	Spilt / Spilled	Derramar
115	Spin	Spun	Spun	Hilar
114	Spit	Spat	Spat	Escupir
116	Split	Split	Split	Hender / partir / rajar
117	Spoil	Spoilt / Spoiled	Spoilt / Spoiled	Estropear
118	Spread	Spread	Spread	Extender
119	Spring	Sprang	Sprung	Saltar
120	Stand	Stood	Stood	Estar en pie
121	Steal	Stole	Stolen	Robar

122	Stick	Stuck	Stuck	Pegar Engomar
123	Sting	Stung	Stung	Picar
124	Stink	Stank/Stunk	Stunk	Apestar
125	Stride	Strode	Stridden	Dar zancadas
126	Strike	Struck	Struck	Golpear
127	Swear	Swore	Sworn	Jurar
128	Sweat	Sweat	Sweat	Sudar
129	Sweep	Swept	Swept	Barrer
130	Swell	Swelled	Swollen	Hinchar
131	Swim	Swam	Swum	Nadar
132	Swing	Swung	Swung	Columpiarse
133	Take	Took	Taken	Coger
134	Teach	Taught	Taught	Enseñar
135	Tear	Tore	Torn	Rasgar
136	Tell	Told	Told	Decir
137	Think	Thought	Thought	Pensar
138	Throw	Threw	Thrown	Arrojar Tirar
139	Thrust	Thrust	Thrust	Introducir
140	Tread	Trod	Trodden	Pisar, hollar
141	Understand	Understood	Understood	Entender
142	Undergo	Underwent	Undergone	Sufrir
143	Undertake	Undertook	Undertaken	Emprender
144	Wake	Woke	Woken	Despertarse
145	Wear	Wore	Worn	Llevar puesto
146	Weave	Wove	Woven	Tejer
147	Weep	Wept	Wept	Llorar
148	Wet	Wet	Wet	Mojar
149	Win	Won	Won	Ganar
150	Wind	Wound	Wound	Enrollar
151	Withdraw	Withdrew	Withdrawn	Retirarse
152	Wring	Wrung	Wrung	Torcer
153	Write	Wrote	Written	Escribir

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This book emphasizes the development of the two basic skills: writing and listening. It also provides the opportunity to practice basic language structures and apply them to produce oral communication.

This book contains five units. Each unit has a short conversation, the explanation of grammatical rules through the deductive method, exercises, and a short reading according to each topic. Besides, students will have the opportunity to practice exercises inside and outside class individually or in groups in order to improve their knowledge about grammar. In the appendix it is included a wide general vocabulary section, where students can consult different kinds of very useful daily life topics for their tasks.

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